

SOUVENIR EDITION

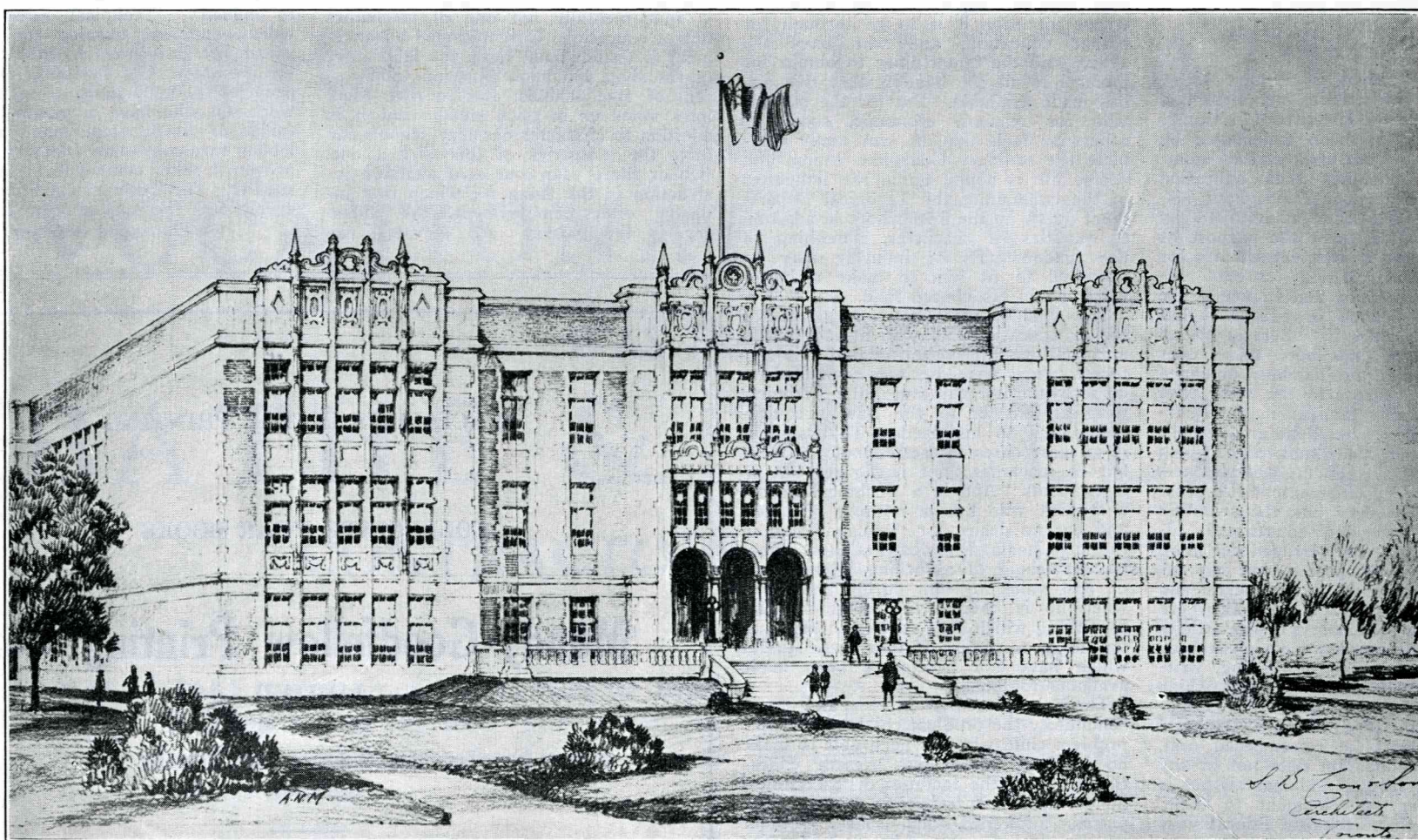
The Oshawa Daily Times

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OSHAWA, ONTARIO, WEDNESDAY, MAY 7, 1930

Price 15 Cents

FORMAL OPENING OSHAWA COLLEGIATE AND VOCATIONAL INSTITUTE



The New Collegiate and Vocational Institute Reproduced from the Architects' Preliminary Study

TODAY marks the climax of generations of effort in the building of Oshawa's educational system. Brick by brick, pillar by pillar, the structure has been erected, until now it has reached the pinnacle of achievement in the formal opening of Oshawa's Collegiate and Vocational Institute.

It is a great occasion for Oshawa's educational life. It has been made possible only by the sustained and the self-sacrificing labors of successive boards of education down through the years since 1800, and by the gradual but steady development by successive principals and staffs who have contributed their share to the educational progress that has been made by Oshawa.

It is a great moment for all of those who have been intim-

ately connected with the new project which, by adding the vocational department to the Oshawa Collegiate Institute, have created an educational institution of which Oshawa can justly be proud, and in which the sons and daughters of Oshawa will have provided for them opportunities for academic and vocational training that will fit them in the fullest possible sense, for the battle of life.

To all those who, in years past and in years present, have labored unceasingly to make the great institution being opened today possible, The Times joins with the citizens in extending a sincere measure of thanks on behalf of the community, and a cordial message of congratulation on the completion of a task begun many years ago, and now brought to a successful conclusion.

What Technical Education Means to The Youth of Oshawa

Education Along Industrial Lines Is Now Provided

By A. F. ANNIS

Chairman, Oshawa Vocational Advisory Committee

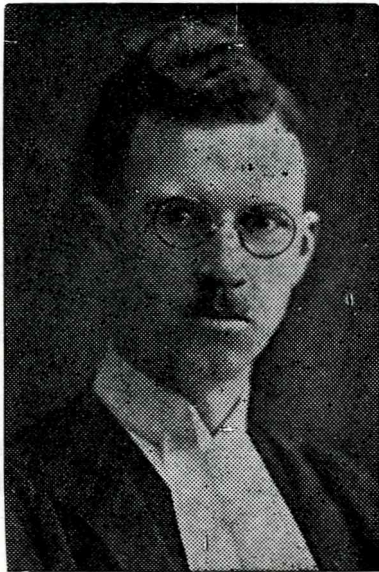
THE official opening of the new Technical wing of the Oshawa Collegiate and Vocational Institute marks the beginning of a new era for secondary education in this and the surrounding community. In its inception, like all the other additions to the educational equipment of this community which have arisen in the last three years, it was thought of as an addition to our present secondary school equipment making it possible for an increasingly large number of pupils to be cared for in an adequate manner. But in its fulfillment, while answering this fundamental and major requirement it is infinitely different. The school progress of the City of Oshawa has heretofore been a progress of quantity. The Technical wing represents a progress not only in quantity but in quality and kind. Its needs arise out of a different set of circumstances. Its appeal is made to more varied groups of the population and its graduates while not apprentices to industry in the sense which we have known that word during the past years; are yet in a very real sense, directly, rather than indirectly, educated for the specific purpose of earning their living in a mechanical world.

No New Thing

Technical education is no new thing. Its apparent novelty arises out of the fact that only within the last fifteen or twenty years has the task been undertaken by the State. In the centuries that are gone, one should remember that education has taken two forms. Throughout history the one has been undertaken by the Church expressly for the purpose of educating novices in the learned arts for professional and religious careers. Inheriting the philosophy and science of the ancients, this branch of education has gradually broadened its interests to an increasing extent; has been taken over by the community, and has been extended at the Public charge, to the state with which we are now familiar in the Province of Ontario. It has done great deeds. Upon the widespread knowledge which our educational system has disseminated, depends to a very large extent the prosperity of this century and the scientific discoveries which our educational advancement has not only enabled our more learned inventors to perfect, but has enabled every one of us to appreciate and understand, at least to the extent where we have become purchasers of the articles the scientific discoveries have made possible. The importance of reading, writing and arithmetic and the things which depend upon them cannot be overestimated and in any discussion of Technical education it must be remembered first, that technical education does not in any sense strike at these fundamentals but is a supplementary development to them, and secondly, that Technical Education is only designed to meet the needs of those who feel that the pursuit of the present highly perfected courses as represented in our schools at this date is either economically impossible or socially undesirable for that individual.

Systems of Training

But while this development has been going on we have been forgetting that the educational system which has been handed down to us in this manner does not represent all the education that we have inherited from the middle ages. Alongside of the system developed for the incumbent for a church office there had developed in the middle ages a vaster and more comprehensive system which trained youth generally for the duties of private citizens and the labours of daily living. The Economic System! Family Teaching of Industry! The System of Apprentices! and the Trades Guilds! These are names to conjure with, and it is as the heirs of these things that I see Technical Education and welcome it to our Community. Our present system of Academic Education has proven itself admirably suited to fit the youth of our time for living, and if they are fitted for living; if they have acquired the habit of learning, are industrious, are honest, are punctual, and painstaking, they have gone a long way in fitting themselves to be of service in the community in which they live and to the industries to whose service they may go. Technical Education carries the matter one step farther. While the graduate of the Academic School may be all of these things, nevertheless upon graduation—and since the present Adoles-



ALLIN F. ANNIS
Chairman Vocational Advisory Committee,
Board of Education

cent School Act he cannot graduate until he has reached the age of sixteen years—he must still start at the bottom to learn a trade which may assist him to fit into the industry which he goes to serve. If he is a pupil in the Vocational Department, the lad whose intention is to join the industrial field has already learned something of the fundamentals of Mechanics, and of Industrial work. May I suggest that the Technical wing will especially appeal to four classes of citizens.

Vocational Education is not meant for that large and important class of students whose intention it is to go through for higher education, and who have the ability and the opportunity to obtain for themselves all the benefits that this age has made available. But for the student who for reasons, economic, social or otherwise feels that he can never complete the ordinary Collegiate course and whose life is bound up in the industries of the community the Technical Department opens up the field where in addition to qualities of character, something of the fundamentals of industry may be absorbed to fit him to make a better workman in his chosen field.

The student who will not go on for higher education and who in fact would not continue his education until his sixteenth year, were he not compelled to do so by the law, will find in the Technical wing an answer to the Law's requirements and to his needs. That student is in most cases interested not in books but in machines; not in figures but in instruments. And in a Technical School a student who knows nothing of books and has no desire for them, will find in the machines and implements there offered, something of absorbing interest and of real value to him during that time when he is obliged to attend school—something which may awaken in his mind the desire to pursue further these studies which have not heretofore been made available to him.

There is presented in this and every community the problem child, and for the problem child who has been able to make no headway under our present educational system the facilities of a Technical School may, and frequently has, in other places, awakened that spark, without which true progress and better living cannot be obtained.

Homemaking Section

And not least is the homemaking section. Notwithstanding the efforts of modern civilization to make it unnecessary to either sew or cook, the girl who has no intention of entering a professional or business career or who is abandoning one may still desire to take advantage of the facilities offered in our secondary school by classes in home economics, in sewing, millinery, the knowledge of cooking scientifically taught, of laundering as it should be done and in the fundamentals of home nursing.

To the above should be added the importance of the Commercial classes which are really a part of the Vocational School but which we are apt to lose sight of at this time, because we have had these classes for some years. Book-keeping, stenography, shorthand, are all Vocational subjects and while their teaching in our school is not new, nevertheless they are part and parcel of the Vocational School system and the present addition to our equipment is intended to add in other fields that service which the pupils and the community have already enjoyed in the Commercial classes.

Value to the Adult

And to the adult the Technical School offers infinite and immeasurable advantages. The value of the school to the parents is already suggested in the value to the child. The Parents in this Community have now to answer not only the question, shall we send our child to the

Collegiate or not, or if he is to go to the Collegiate shall we send him to the Academic or to the Commercial Department? A parent must now decide shall we send our child to the Technical classes? Do we intend him to go in industry? Will he earn his living as an adult in the industrial world? Will it be an advantage to him to be a graduate of the classes—Machine Shop Practice, Motor Mechanics, Woodworking, Drafting, Plumbing and Steamfitting or Electricity—or for her—Household Science?

Evening Classes

Nor should the opportunity afforded by the evening classes for adults be overlooked. There are many persons in the Industrial life of this City who feel that they can better their position and earnings and make themselves of greater service to the industries that they serve through further study. The increasing numbers in various correspondence classes is proof of this desire. The correspondence course cannot cope with personal instruction, nor diagrams with practical demonstration. For the workers of our City and housewives and would be housewives, opportunity is now provided for instruction and actual experiment here and now in those subjects in which their interest is most real and moreover in those subjects that the experience of the employers of labour of the community shows the most need to exist. The equipment, the staff and the arrangement of courses is now provided expressly to serve the needs of the workmen of this community and to enable them in their spare time to increase their knowledge at a minimum of expense.

And to the community at large the new Vocational Department will offer immeasurable advantage. Our civilization is fundamentally not one of mechanics but of education. Our industrial advancement is founded not upon the laboratory or the shop, but upon a nation wide system of free schools, and to date these have stood us in good stead. But if in addition to character our free schools can offer the industries of this City a one, two or three year course of qualified instruction in the thing for which that industry offers employment, the industry is the gainer. An industry can

make use of this opportunity in three ways. The co-operation of the industry with the industrial committee has already progressed to a very favourable extent and it is hoped and intended that as that co-operation becomes more complete classes will be, as they already are being, arranged specifically to teach the work which the Industry desires and to equip students which the Industry can use. Also the School offers to the industry qualified instruction by way of teaching apprentices.

Industry Helps

In other Cities this has been made use of to a very large degree. The industry in many cases pays a part time salary during the period the apprentice spends in the Technical Institute. The industry thus has the opportunity of obtaining trained men and of securing their training by qualified instructors and at the expense of the general public. This availability of skilled rather than unskilled labour has created a situation which was reported by the Director of Technical Education for the Province as indicating that the demand for school trained people exceeds the supply. And that the employing public is leaning more and more completely upon the school for help in industry and business and unemployment occurs almost entirely among those who receive the minimum training in the schools.

Statistics show that from 30 to 35% of the total population of the Dominion of Canada is employed in Industrial pursuits. It is probable that an examination would show that the proportion is largely in excess of 35% in the City of Oshawa. Technical Education is not meant for the student who can and will go farther but for the student whose life will be devoted to industry. Technical Education provides additional training for the adult whose life is devoted to industry and to the industry. The Technical Department provides the opportunity to secure trained workmen who have a reasonable opportunity of steady employment and whose labour turn-over to the Industry have been proven in other centres to be increasingly smaller. The Technical addition will give every boy the opportunity to learn a

(Continued Overleaf)

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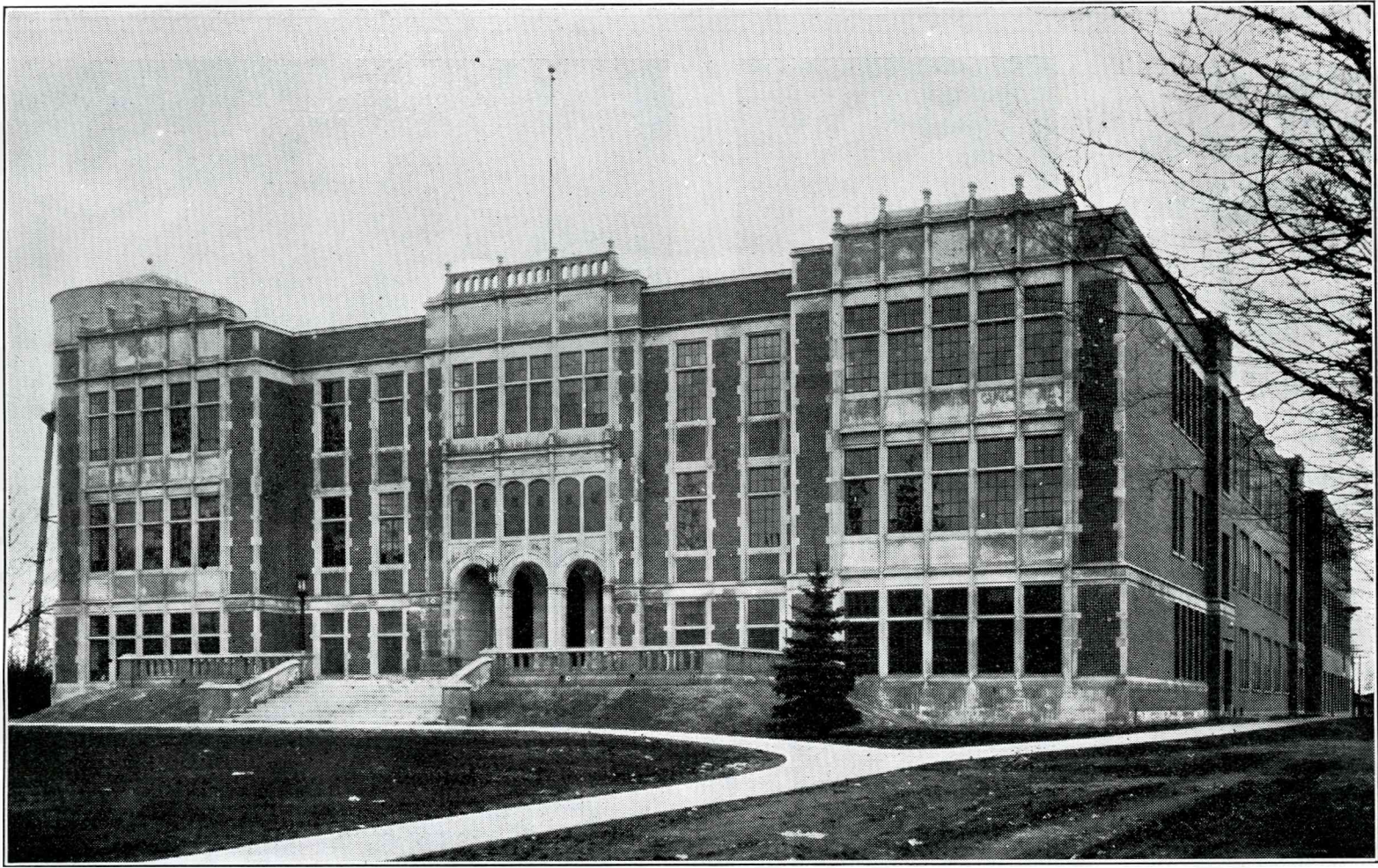
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THE NEW
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AND
VOCATIONAL INSTITUTE
WAS BUILT BY
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WE TAKE this opportunity of thanking the Board of Education and architects with whom we have been so closely associated during the construction of this building.

Our appreciation is also extended to Principal O'Neil and his staff for the splendid co-operation extended, under unusual difficult conditions, during the progress of construction.

We feel we can modestly state that the people of Oshawa have now a composite Collegiate and Vocational Institute second to none in the province, and of which they can justly be proud.

Since the contracting firm of Bathe & McLellan established business in Oshawa it has completed not a few creditable examples of the builder's art. Included in these have been the remodelling of the Canadian Bank of Commerce, Oshawa Railway Car Barns, Oshawa Hospital Heating Plant, Mercury Service Station, British American Service Station and others.

However, we look upon the Collegiate and Vocational Institute—the latest and largest addition to the city's public buildings—as our crowning triumph. It is, too, striking evidence of the progressive spirit which has played so important a part in the building up of the Motor City.

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Operation of Schools Requires Most Careful Administration

Organization of Board of Education Helps Efficiency

By HARVEY FULLER, B.A., Sc.
(Business Administrator and Secretary Treasurer)

INDUSTRY organized for service and profit has long ago been compelled to adopt efficient type of organization. Through experience the industrial world has accepted certain principals as necessary and certain types of organization as most desirable. Organization is often defined as "The proper adjustment of the relationships between human beings in an effort to accomplish certain ends." Municipal organizations have in many instances followed the lead of industry and have adopted improved operating methods, to gain added efficiency in the administration of the Public's business.

The Board of Education, of Oshawa, has adopted, and is adopting methods, to improve the structure of its organization and to systemize its operating methods and increase the efficiency of its executive functioning.

The Board of Education is constituted by the election of nine trustees for terms of two years each, five and four being elected on alternate years. One member of the Board is appointed as its representative by the Separate School Board, the total number on the Board of Education being ten. The Trustees are elected from the City at large, not by the ward system. The Chairman of the Board is elected by the trustees themselves from one of their number.

Certain rules have been laid down as being necessary to secure efficiency in any organization whether it be municipal or private industry. These may be summarized briefly as follows:

- (1) Designing the structure of the organization to suit the particular type of business it is to operate, in this case, Education.
- (2) To establish certain lines of supervision for the flow of authority so that each executive and person will know his own function and there will be no overlapping.
- (3) Fix responsibility which follows from rule (2).
- (4) Choose the personnel of the organization on the idea that each person is fitted for the particular work controlled by him.

The Board of Education, being a public organization functions through four main committees of trustees who administer certain branches of the work of the Board. The policy of these committees which must be approved by the Board is carried out by an executive in charge of a particular sphere of activity. There is no overlapping of executive functions.

The names of these committees are Management Committee, Property Committee, Finance Committee and Advisory Vocational Committee.

The organization then breaks for executive operation in to three main divisions as follows:

- (1) An executive known as the Public School Inspector in charge of all instruction in Public Schools only.
- (2) An executive known as the Principal of the Collegiate and Vocational Institute in charge of all instruction in this school.
- (3) An executive known as the Business Administrator and Secretary-Treasurer of the Board of Education in charge of all accounting and payrolls purchasing, property, and plant supervision of all caretakers and janitors, financial reports, payments, records, control of all the business activities of the Board of Education, as separated from instructional activities and all other duties of a Secretary-Treasurer of the Board of Education.

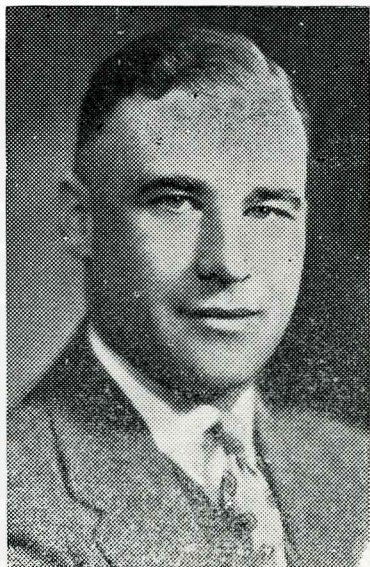
Information relating to the activities of this third division of the Board's activities is given in this article.

Some idea of the importance of the plant under the charge of the Board of Education may be given when it is stated that the valuation is nearly one and a half million dollars. This is a fair plant and the Maintenance and operating of it requires trained supervision.

The Budget of the Board of Education is prepared under the supervision of the Board in the Board of Education office. It amounts to very nearly 47% of the total City budget. The expenditures of the Board come under four main headings:

- (1) Cost of Instruction; (2) Cost of maintaining plant; (3) Cost of operating plant (4) Cost of debt carrying charges.

The cost of operating the whole school system in 1930, is estimated at \$289,123.60 which does not include capital charges, of which figure costs of instruction makes up \$235,390.00, operating the school



C. H. R. FULLER
Business Administrator, Board of Education

plant \$40,648.60, maintaining school plant \$8,710.00 and administration expense \$4,375.00.

The cost of educating a Public School pupil per annum is about \$69.00, while the cost per pupil per annum at the Collegiate and Vocational Institute is approximately \$150.00.

The cost of constructing the Vocational addition to the Collegiate was approximately \$262,000.00 of which \$5,000.00 was for interest and Carrying charges. The equipment for this school will cost when all Vocational branches are in operation about \$60,000.00. The Department of Education of Ontario will pay 41% of the cost of construction and approximately 50% of the cost of Equipment.

There are 8 public schools in Oshawa, and one Composite Collegiate and Vocational Institute. There are 135 teachers and 4200 students attend the schools of Oshawa.

The information given in this article should indicate to the average citizen of Oshawa, that the Oshawa School system is an important organization in this City and that it warrants the highest efficiency in its management and operation.



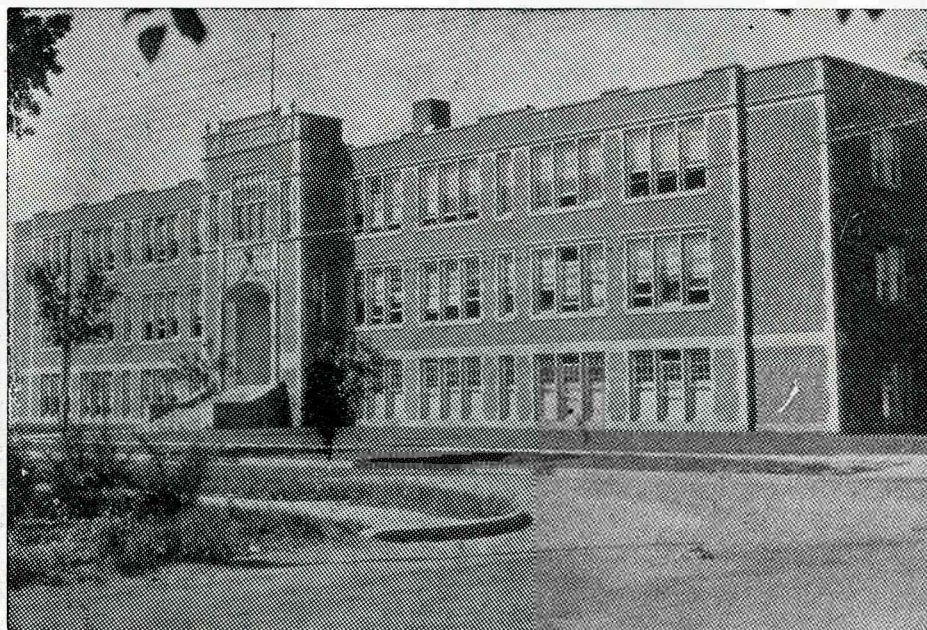
DR. F. J. DONOVAN

Chairman, Management Committee, Board of Education, which has control of the instructional side of the administration of the city's schools.

EDUCATION ALONG INDUSTRIAL LINES IS NOW PROVIDED

trade; to have something to fall back on, something to keep his mind active and to keep him out of trouble. And having done that when he is able to go to an employer and say, not that "I am a graduate of the High School, but that I am a Mechanic, Cabinet Maker, or automobile mechanic," his value to the employer is increased just that much.

Our Technical School will not meet all the requirements of our youth, nor will it solve all of our economic and social problems. Man does not live by tools alone neither would this community be better off if our Students all had the education of tools alone, but for a very considerable number the ability to use tools represents the ability to live. A man cannot live fully, freely and happily without work. Whatever fits people for work fits them for life. Technical Education will not take the place of a liberal education but it will provide much that has heretofore been provided in what has been known as a liberal education so that a large class of the community whose work is mechanical will obtain, in addition to a liberal education, a knowledge of that which will enable those individuals to do better work.



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OSHAWA

New Vocational Building is a Credit to Architect and Builders

New Institution Second to None in the Province

By WALTER H. NUGENT

S. B. Coon and Son, Architects

WITH the opening of the new Collegiate and Vocational Institute, facilities for secondary school education in the City of Oshawa are now equal to the best in the Province.

Because of the narrowness of the site on Simcoe Street a true perspective view of the building is impossible and it is not apparent at first glance that the building covers an area of 41,950 square feet with a total floor area of nearly three acres.

The Simcoe Street elevation is designed in English Renaissance style, the triple arched doorway and the stone balustraded terrace giving a unique and attractive character to the institution.

A Harmonious Whole

The central section of the building housing the academic department which was erected only a few years ago is of reinforced concrete, fireproof construction and the new wings are of similar construction and interior finish making a harmonious whole.

The original High School building on Simcoe Street was razed and a new West wing erected to accommodate the administration suite, board room, lady and men teachers' rooms, library and study room; the commercial department comprising eleven class rooms, and girls' and boys' toilet rooms.

The Vocational wing facing Mary Street at the rear, surrounds the existing gymnasium in the form of a "U" and houses the Technical and Home Making Departments as well as a secondary gymnasium, girls' dressing room and showers.

Complete Lunch Room

The large unfinished area directly under the existing auditorium was originally designed for a swimming pool but has been converted into a commodious lunch room with completely equipped kitchen and cafeteria service, accommodating several hundred pupils at one sitting. This lunch room will also be used for banquets and for a variety of gatherings too small to require the auditorium.

Home making courses which attract so many girl students today, include, in their curricula, dress making, millinery, cooking, laundry, home nursing and commercial art, each of which is taught in a specially designed room—the cooking and model kitchen being specially attractive to students and their mothers.

Modern Factory Type

Technical training for boys is carried on in shops built in accordance with

modern factory construction. These shops are so located as to eliminate all annoyance to the academic department from noise and vibration.

Here woodworking in various forms—bench work, machine work and actual building construction—is taught under ideal practical conditions. A feature of this department is the extra ceiling height of 16 feet, permitting the erection of two storey structures.

Motor mechanics, machine shop, forge and welding work, electricity—laboratory and practical wiring—sheet metal and plumbing and heating, with two well appointed draughting rooms comprise this exceedingly well organized department.

Contractors Commended

The successful conclusion of this important building project is the result of the hearty co-operation of all parties. A word of commendation we feel is due to the General Contractors, Messrs. Bathe & McLellan as well as to their sub-contractors for the energy and care with which they executed their work.

The building programme called for completion of the East or Technical wing on September 1st, and of the new front wing December 15th, and both sections were ready for occupancy on those dates.

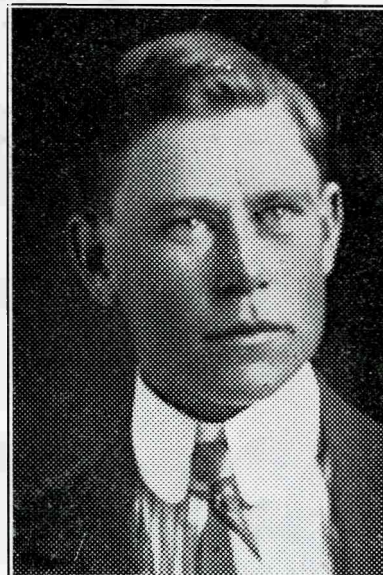
To us as Architects the commission has been a very pleasing one, due largely to the splendid co-operation of the Building Committee under the Rev. Father P. J. Bench, the Equipment Committee under Mr. A. F. Annis, the Principal, Mr. A. E. O'Neill and Mr. C. Harvey R. Fuller, Business Administrator of the Board.



REV. FATHER BENCH

Chairman of the Building Committee of the Oshawa Board of Education which planned and supervised the new vocational institute.

War Veterans Built Vocational School



PERCY F. BATHE



FRANK M. McLELLAN

THESE partners in the contracting firm of Bathe & McLellan which built Oshawa's New Collegiate and Vocational Institute, are veterans in most everything but years. Although Mr. Bathe is but 35 and Mr. McLellan 32, both have been identified in the building trade since leaving school in their teens and both are veterans of the Great War. "It's not a bad sort of town; a fellow can make a living here I guess," Percy Bathe told Frank McLellan some three years ago when the two met on a job for which Mr. Bathe had the masonry contract and on which Mr. McLellan had hired as a carpenter. After that the two met frequently, formed a friendship and shortly after decided to go into the contracting business. This was in 1927, business was good and prospects bright. The fact that both are practical men has, of course, played a large part in the success of their business. They have had numerous contracts since but consider

the new collegiate vocational institute their crowning effort.

Mr. Bathe is a native of Wiltshire, England, from where he came direct to Oshawa in 1910. Early in 1916 he enlisted with the 116th Ontario County Battalion with which he went overseas served in France until the close of the war, returning with the same unit.

Mr. McLellan is a native of Springhill, Nova Scotia, and was in the Royal Naval Air Force and later the reorganized Royal Air Force for two and a half years, joining up when he was not quite 18. He saw a year and a half's service as a flying officer in the Dardanelles and was awarded the Distinguished Flying Cross. After the war he attended technical school at Halifax.

Both Mr. Bathe and Mr. McLellan are industrious hard working young men, splendid type of citizens and held in high esteem in the community. They view the completed school with just pride, a pride which is undoubtedly shared by citizens generally.

Congratulations

May the students who pass through Oshawa's magnificent new Collegiate and Vocational Institute meet with their merited share of success and prosperity is the wish of

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Technical Courses Combine Academic and Practical Studies

Courses Decided Upon By Body of Leading Citizens

By ALEX. W. BELL

Chairman, Oshawa Board of Education

WITH the opening of the Oshawa Collegiate and Vocational Institute a long felt want will be filled. Students are required to attend school until they reach the age of sixteen years, and in many cases, students, and occasionally parents also, feel that after attending Collegiate for a year or two, they have sufficient education for lines they propose to follow, and the fact of being compelled, under the School Act, to attend another one or two years, until the age of sixteen is reached, is looked upon as an unnecessary hardship, and something for which they think they will not derive any real benefit.

The Collegiate and Vocational Institute, while continuing to provide Academic training for those who intend to enter one of the professions, also offers Vocational courses for those who desire to follow a trade.

The courses which are being provided were decided upon after consultation with some of the leading Industrialists of Oshawa as being particularly adapted to the needs of this City, and students now, after they have passed the entrance examination, will have the choice of following a purely Academic course; a Commercial course, which has recently been equipped for giving instruction in modern business methods; or one of the various trades, provisions being made in all three divisions for both girls and boys.

Let some be of the impression that by choosing a Vocational course they get instruction in that particular line only, let it be made clear that these Vocational courses are combined with the Academic. Students, therefore, while receiving technical training, also receive the same course as those following the Academic courses, with this difference, that they receive practical instruction, which will fit them to follow one of the trades, instead of Ancient and Modern Languages, higher Mathematics, and pure Science, or such subjects, which, while being necessary for those intending to follow a profession, would not be essential for those following a trade.

It will, therefore, be seen that the courses now being offered to students are such as will give those who participate in such courses, a good grounding for any walk in life they may choose to follow.

Shop Equipment In All Branches Is Highly Modern

By C. C. ASHCROFT

Shop Director, Oshawa Collegiate and Vocational Institute

THE shops are large well-lighted rooms and have been equipped with hand tools and machinery of a type and size similar to the equipment of modern industrial organizations. The power machines are all of the independent motor drive design so that the shops are entirely free of the old style overhead shafts and belting. With few exceptions the machines are the product of Canadian Manufacturers, and the exceptions occurred because certain types of necessary machines are not manufactured in this country.

Woodworking Shop

The woodworking shop is divided into three main divisions, the bench shop, the mill room and the construction room. The bench shop is equipped with standard work benches and a complete supply of hand tools. The mill room machines, Canadian products, are a cut-off saw, surfacer, buzz planer, band saw, variety saw, mortiser, and three wood turning lathes. The construction room has a 17 foot-ceiling which permits of full size construction work. The tool sharpening section includes a bench grinder and a saw filer. In addition there is a room for lumber storage and a paint shop.

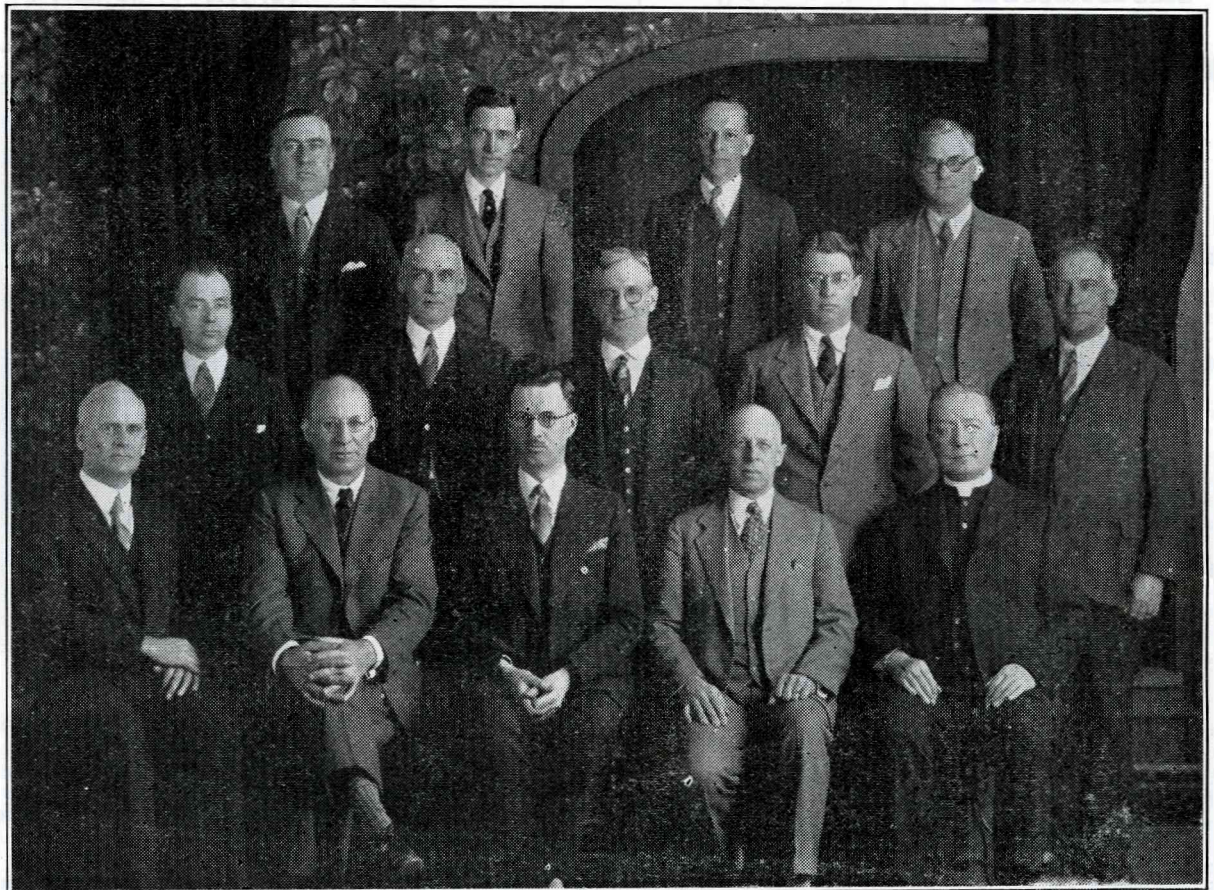
Motor Mechanics

The motor mechanics shop is fitted with work benches of approved design and is supplied with equipment and typical units and chassis, suitable for a thorough study of the construction, adjustment and repair of the automobile. A tool crib and cupboards provide storage space for the tools and supplies. A section of the shop is set apart as a precision room.

Machine Shop

The machine shop has a battery of seven standard engine lathes of Canadian manufacture, especially adapted for technical schools and embodying fool-proof and safety features of advanced design.

THE MEN WHO DIRECT THE TECHNICAL COURSES



THE VOCATIONAL ADVISORY COMMITTEE

Above is a group picture of the Vocational Advisory Committee, which plans and directs the courses taught in the vocational classes. It is a joint committee of the Board of Education and leading citizens who are interested in the work of the school. They are as follows: Front row, left to right—Stewart Storie, Dr. F. J. Donovan, Allin F. Annis, chairman; Alex. W. Bell, Rev. Father Bench. Second row, left to right—Dr. B. A. Brown, H. M. Black, Murray Miller, J. C. Anderson, W. H. Hutchinson. Back row, left to right—A. E. O'Neill, principal; George C. Allchin, Norman Mellman and Albert Swail.—Photo by Campbell.

A milling machine, shaper, pedestal grinder, surface grinder, tool and cutter grinder, sensitive drills, and a power hack saw are other machines in this shop. Benches fitted with vises and a lay-out plate are available for the bench work. One section of the shop is devoted to heat treating, small forging and welding. There is a

spacious tool crib for the storage of the many small tools, precision instruments, raw stock and students' work.

The drafting rooms situated on the top floor are exceptionally well lighted. Each drafting table accommodates two students, and a combined tool cupboard and filing cabinet affords adequate storage for the

equipment and the students' drawing. A small room between the drafting rooms has been equipped with an electric blue printing machine and washer.

Throughout the shops the "visible method" of storing tools and the tool check system of issuing same have been adopted.

Albert College

BELLEVILLE, ONT.

A RESIDENTIAL SCHOOL
FOR YOUNG MEN
AND BOYS

Senior School Covering
up to Senior Matricula-
tion—Junior School for
Boys from ten to four-
teen.

Beautiful New Buildings.
Finest of Modern Equip-
ment. Gymnasium and
Swimming Pool. Magni-
ficent situation overlook-
ing Bay of Quinte.

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Rev. Charles W. Bishop,
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Pease Blue Printing Machine

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Drafting Supplies

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WE WRITE ALL KINDS
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A considerable portion of
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Office Phone 793

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"Service is our Motto"



Evening Classes Provide Opportunities to All Citizens

Courses for Adults as well as for Younger Students Give Leisure Hour Education

By W. E. CAYLEY
Teacher of Woodworking

THOUSANDS of years ago a cave-man decided to carry a club. He, at once, became a very superior cave-man, and others followed his example.

With the development of the race knowledge has taken the place of the cave-man's club. It is now of just as much advantage for the man or woman of to-day to have a liberal education as it was for the cave-man to carry a good sized club.

Our educational system has grown to meet the needs of the present time until not only is education available during the regular school hours but it is quite possible as well as practicable for the adult, employed during the day, to continue his education in the evening classes. Studying by the light of the fire-place and candle is a thing of the past. It has been superseded by the most modern methods and equipment available. Oshawa is in no respect a laggard but stands to the fore in the matter of evening classes.

Home-Making Courses

The fairer sex of this community evidently believe the old adage, "The way to a man's heart is through his stomach," judging from the evenings a goodly number of them spent delving into the mysteries of the culinary arts as taught in the modern kitchen installed in the new building last fall.

There were also classes in dressmaking and sewing for the help of the home-maker. Here, with the aid of the latest equipment, under capable direction, a large class learned to cut, fit and make things not only useful but beautiful as well.

Should Florence Nightingale suddenly come to life there is no doubt she would be astonished to find "the care of the sick" being taught in our schools. How-

ever Home Nursing is one of the many subjects offered on the varied curriculum of the evening classes in the O.C. & V.I.

Commercial Classes

The commercial evening classes in, stenography, typewriting, and bookkeeping hold open the same door as do the day classes, i.e. the door to a worthy position in the business world which is always open to the competent. It is not surprising that these evening classes are very well attended in an industrial centre. In typewriting alone an attendance of well over one hundred was recorded in the past session.

For New Canadians

That the evening class is doing its best by the "Stranger within our gates" is evidenced by the enrollment in the course "English for New Canadians." Here, these strangers become acquainted and often proficient in the mastery of our language and customs.

Automobile Classes

The automobile has become one of the generation's greatest acquisitions the natural outcome of which is that many people desire a knowledge of "What makes the wheels go round." The modernly equipped shop in the new school was the scene of great activity during the six months course. The enrollment necessitated two instructors each class and instructor alternating between practical work in the shop and the "Theory of Auto Mechanics" in a lecture room.

The ability to read and write one's own language and to calculate is necessarily the fundamental of any education. A goodly number of Oshawa's citizens availed themselves of the opportunity and attended the evening classes in English and Arithmetic.

With the advent of modern advertising methods, commercial art has found a field hitherto unexplored. A comparatively large class was busied advantageously in the study of design, proportion and color schemes.

Commercial Art

As commercial art illustrates the ideas which are to be conveyed to the general public so the blue-print conveys facts and information to the mechanic. Coupled with the blue print reading course is a course in mathematics as particularly pertaining to shop work. The need felt for this was represented by a class of over thirty members each of whom is now better equipped to master efficiently the work in which he is engaged.

Blue-prints could not exist for the use of the mechanics if a draftsman had not drawn the original. Embryo draftsmen mastered lines, angles and curves under the tutorage supplied to a degree compatible with the amount of time at their disposal.

The world gets smaller every day and trade relations more extended. The commercial use of foreign languages becomes a greater necessity. Commercial French of the O.C. & V.I. has helped those who became familiar with it to be more efficient in their calling in life and will no doubt lead to greater things.

Woodworking

The class in woodworking was divided into two groups doing practical work in cabinet making and carpentry. Both hand and machine work were practiced to bring group and individual projects to completion. A study of the framing square for roof framing and stair building was successfully applied in the erection of a full sized building, while the cabinet makers applied stain and varnish to pieces of furniture made by their own hands.

There is no equipment on hand, as yet, whereby practical construction work may be undertaken in the electrical field, however, those students who desired an electrical course were given a full term of lectures on the theoretical side of the question. Needless to say the theory of electricity is a very important adjunct to any practical work in this field of endeavor.

It is a far cry from Galileo and his crude instruments to the up-to-date physics laboratories in which the evening students were privileged to perform their experiments. Science has never been called upon as it is to-day to advance solutions to the mysterious. Great futures await those who become really proficient and the evening student may be as successful as any one.

Chemical Studies

A great number of the larger industries have their own staffs of chemists, busily engaged analysing materials and evolving new formula that result in newer and better materials being produced. The chemical laboratories of the O.C. & V.I. are also open to the evening students whose interests are in this direction and who desire greater knowledge and experience.

Matriculation must be obtained before entrance may be gained to the Universities of the Province. It is also being set as a standard by many leading business firms. Quite often a day student must leave school before he matriculates but the evening class supplies his need, providing enough people desire the course.

During the past session the O.C. & V.I. had a total evening registration of 660, an increase over any previous year of approximately 40%. This registration required a staff of twenty one teachers and instructors, ten of whom were recruited from industry and specially qualified to teach his or her particular subject. The remainder are regularly employed on the teaching staff.

The curriculum covered more than twenty subjects and it is hoped that more may be added before the opening of the next term.

THE DREAM-BEARER

Where weary folk toil, black with smoke,
And hear whistles scream,
I went, all fresh from dawn and dew,
To carry them a dream.

I went to bitter lanes and dark,
Who once had known the sky,
To carry them a dream—and found
They had more dreams than I.

—Mary Carolyn Davies.

The grounds of the Oshawa Collegiate and Vocational Institute give the new building a very handsome setting for its architectural beauty. The wide lawns, with their beautiful carpet of green, and well-laid out walks, enhance the appearance of the whole institution, and make it one of the outstanding places of beauty in the city.

:: EVENING CLASSES ::

OF THE

Collegiate and Vocational Institute

Open Early in October and close about March 31st

The evening classes offer an opportunity for individuals to increase their earning power and improve their education by providing instruction in the following subjects:

Nursing
Physics
Chemistry
Electricity
Typewriting
Stenography
Bookkeeping

Commercial Art
Motor Mechanics
Commercial French
Matriculation Subjects
Dressmaking and Sewing
English and Arithmetic
English for New Canadians

Shop Mathematics
Drafting
Domestic Science
Cooking
Woodworking
Building Construction
Blue Print Reading

The evening classes also offer an opportunity for local industry and business concerns to improve the efficiency of their staffs by encouraging employees to take expert instruction in one or more of these subjects.

FOR FULL PARTICULARS APPLY TO THE PRINCIPAL—PHONE 830

THE ADVISORY VOCATIONAL COMMITTEE

Prominent Public Men Send Congratulatory Messages

Mayor Mitchell Sees a Fertile Field for School



MAYOR T. B. MITCHELL

Who as Mayor in 1929 and 1930, and as chairman and member of the Board of Education for many years previously, has taken a keen interest in educational affairs, and played a large part in the planning of the Collegiate and Vocational Institute.

THE opening of the Oshawa Collegiate and Vocational Institute is without doubt the most momentous event which has ever taken place in the City of Oshawa from an educational point of view.

It not only marks the opening of the largest and finest public building in the city, but it also marks a complete innovation in our educational system—that of vocational training for the young men and women of our community, and it would appear to me that Oshawa affords a particularly fertile field for such a school.

The equipment and appointments of the new department of the Collegiate and Vocational Institute are modern and complete in every detail, and the people of Oshawa may look forward with every confidence of the results which will be attained from its operation in the future.

The citizens of Oshawa have every reason to feel proud of this splendid educational institution, the staff should be proud to be attached to it, and the student body should be thankful for the privilege they enjoy in being able to attend a school of this character.

In conclusion, I wish to congratulate the chairman and members of the Board of Education, the architect and the contractors on the splendid results of their work, which is a credit to a progressive and growing city.

T. B. MITCHELL,
Mayor.

Minister of Education sends Greetings and Congratulations on Opening of New Institution



It is a matter of great regret to me that I am unable to take part in the official opening of the new Collegiate and Vocational Institute to be opened on Wednesday. The event is one which must be of great interest to all of your people.

As Minister of Education, I appreciate the fact that your young City in moving forward as it is doing in providing the types of secondary education associated with your school, have shown that they have a true conception of the importance of advanced educational facilities. It is my earnest hope that as Oshawa has shown its enterprise and progressiveness in educational matters, the future will proclaim the wisdom of the step you have just taken.

I heartily congratulate Oshawa on this important achievement and extend my best wishes for success in the work of your school.

Sincerely yours,
G. H. FERGUSON,
Premier and Minister of Education of Ontario.

Chamber of Commerce Head Sees Great Value to Oshawa in Vocational Training Courses

The Vocational School affording facilities for Vocational education is in keeping with modern educational thought and is particularly appropriate for an industrial centre such as the City of Oshawa. Figures recently compiled in the United States indicate that the employment problem there is with the unskilled labourer. Undoubtedly the same holds true in Canada. We may expect some measure of relief from the unemployment problem by an increase in the proportion of our skilled workmen.

The addition of this splendid institution to the City of Oshawa represents real progress for the City and the better development of our youth. I congratulate the Board of Education and all the officials who have brought the matter to completion.

G. D. CONANT,
President, Oshawa Chamber of Commerce.



A HERALD OF SPRING

Two high, two low, and a mellow trill,
Just as the sun is setting.
You leave your task to listen awhile
All your cares forgetting.

To bed! to bed! say the four short notes
The mellow trill is ringing.
Up from the grass away to the wood
The birds their way are winging.

All's quiet now, and the sun has set,
The Vesper Sparrow's going
Off to his own dear home in the grass,
Where a cool evening breeze is blowing.
—Annie Anderson, 2B.

DREAMS OF GYPSY LIFE

I wish I were a gypsy lass
That roams the wide world o'er
That dances on the woodland pass
That goes from shore to shore.

If I were but a gypsy lass
I'd see so many lands;
Through Spain and France and Greece
I'd pass,
I'd stand on foreign strands.

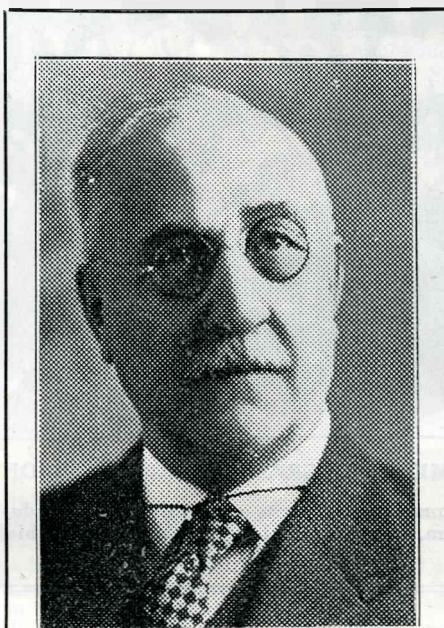
But if I were a gypsy maid
I'd have my troubles too;
I think it better if I stayed
At home: to dream anew.

—Mary Glass, 2B.

Greetings From Oshawa's Parliamentary Representatives

Dr. T. E. Kaiser, M. P. Extends Congratulations on New School

HAVING regard to the conception, erection, and operation of a technical school or college in the city of Oshawa, may I say, now that the hour has arrived for its opening, that it not only reflects great credit upon the public spirit of the city, and the enterprising nature of the Board of Education, but in a very practical sense, it holds out the promise of a splendid future to the youth of the entire district. It comes to us in the form of a triple appeal, individual, civic, and national. The boys and girls of our country belong to us; it is from them alone that we can hope to manufacture the men and women of a future Canada. With the equipment necessary to turn out a product that will compare favorably with the best in the world, we must gather about us the implements required for the task. Many of us, unfortunately, may not have sons or daughters of our own but in the possession of an institution of learning such as the one now contemplated, it should give added interest to our existence, that we may by a process of civic adoption, share in the pleasures of preparing a multitude of young people for their future battle with life. As time goes on and we hear of success attained by the youth of Oshawa, even in distant lands, a glow of pride will creep o'er our hearts and bring us a compensation infinitely more valuable than the costs entailed by the undertaking in hand. We can make no greater mistake than to imagine that the Dominion of Canada has reached the limit of its possibilities. There lies before us a great future, and it is the duty of to-day to prepare for a greater tomorrow; one that merely awaits the magic touch of an



DR. T. E. KAISER, M.P.

educated, refined and skilled Canadian Manhood.

Let me add my tribute of praise to all those faithful and valuable public servants who have laboured so long and so well to bring about one of the outstanding ornaments in the civic life of Oshawa, namely our new Technical School.

W. E. N. Sinclair, M. P. P. Believes New School Opens Challenge

"UNTO whomsoever much is given, of him shall much be required" is as true today as when spoken nineteen hundred years ago. Men and women active today in world affairs are the product of the little red school house. They have laid a foundation for the future welfare of Canada. Today Oshawa formally opens the new Technical wing of an already wonderfully equipped Collegiate Institute, staffed by capable and selected teachers. This has not been done and can not be continued without a sacrifice of high taxation on the part of fathers and mothers who acquired their educational training in less gorgeous quarters.

The sacrifice will not be in vain if those who are now passing through the school and who shall pass through it as the years roll by, appreciate the advantages afforded, and excel their parents in character and accomplishment, as far as the present equipment excels that which a former generation enjoyed. Those who have committed the city to the expenditure of construction and maintenance of the present school have had the vision of a better educated youth, equipped for the sterner days that lie ahead. The capable staff of teachers, the beautiful school building complete in every detail, coupled with the knowledge that these are secured at great sacrifice to the ratepayers of the city, should stimulate every boy and girl who enters the school, to utilize every passing hour to the full in acquiring a broad and liberal education and in developing character, which alone will make education valuable for life's endeavors.

The Board of Education has a larger task to perform now than it had in constructing and equipping the school, the task of impressing upon the girls and boys the wonderfully superior advantages



W. E. N. SINCLAIR, M.P.P.

they have over the girls and boys of a preceding generation, and the expectation that under new and improved conditions better results are to be expected. As this task is performed, so I believe the response will be from the pupils now so favorably surrounded with every opportunity. May our Collegiate Institute and Technical School become a real asset in our community life, a sacrifice worth while for a greater Oshawa, and a centre for the creation of happy educated citizens for the future.

THING RIGHT

Think smiles and smiles shall be;
Think doubt and hope will flee.
Think love and love will grow;
Think hate and hate you'll know.
Think good and good is here;
Think vice—its jaws appear!
Think joy and joy ne'er ends;
Think doom and dusk descends.
Think peace sublime and sweet,
And you that peace will meet.
Think fear with brooding mind
And failure's close behind.
Think this "I'm going to win!"
Think not on what has been.
Think "Vict'ry;" think "I can!"
Then you're a winning man.

—By Mary Mason, 5A—1928.

PALS

Have you a pal, a "really" pal
One who'll share joys and sorrows too,
Just the very best sort of gal
Always ready, the right thing to do?

I have a pal, a wonderful sport
One who will every heart ache share
She's a "really" pal, the very best sort
And you may be sure, she'll always care.

These pals of ours, perhaps we don't
see
Are for us the most wonderful things,
They'll help us get where we want to be
And show us what true friendship brings.

—A. Fiveayer.

Father and Son



STEPHEN B. COON

THE well-known firm of S. B. Coon & Co., Architects, Toronto, designed the new Oshawa Collegiate and Vocational Institute, as they have many others throughout the province. The firm is composed of father and son, the latter now having active charge of the business. Mr. Coon, Sr., has practiced in Toronto since 1901 and the firm of S. B. Coon & Son was established in 1913 when B. R. Coon, B.A.Sc., joined his father after graduating from the Dept. of Architecture, University of Toronto, further studying in Europe and New York City, where he was employed for a time by John Russell Pope, noted architect. During the past few years Mr. S. B. Coon has not enjoyed good health and has carried on only in an advisory capacity.

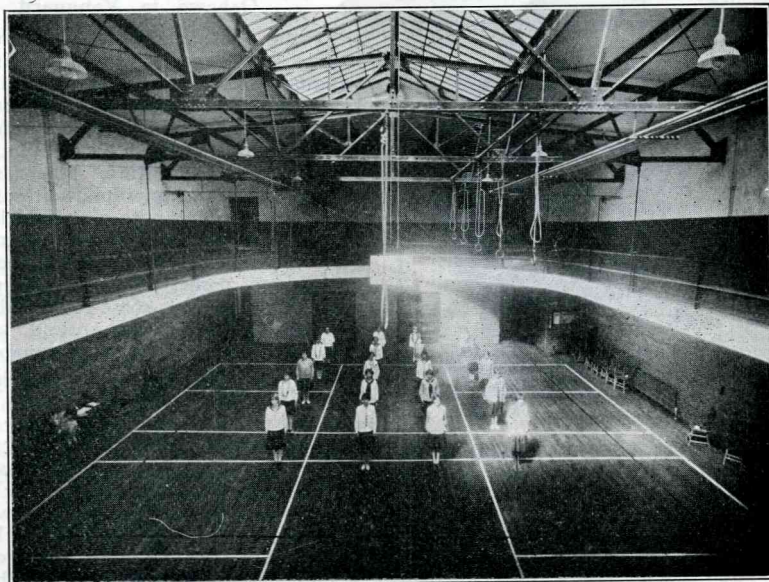


BURWELL R. COON, B.A.Sc.

The firm was engaged in 1928 by Oshawa Board of Education to design two new wings to the existing building, the result being a magnificent composite school particularly suited to the training of students in academic and technical courses.

S. B. Coon & Son are also responsible for the design and carrying out of a large number of public buildings, schools, churches, libraries, club houses, auditoriums, gymnasium, recreation buildings, etc., throughout the province. Among the collegiate and vocational schools the firm has designed are those at Sarnia, St. Catharines, Kitchener, Danforth Park Public School and others, aggregating in cost millions of dollars.

Physical Training Facilities



BOYS' GYMNASIUM

THE physical training department of the Oshawa Collegiate and Vocational Institute is admirably provided for by the ample gymnasium accommodation which the building contains. There are few institutions of this kind which are so well equipped in this respect.

The school has two separate gymnasiums, one for the girl students and one for the boys, and both are well equipped for the purposes which they serve. The boys' gymnasium, as might be considered natural, is the better equipped of the two. In addition to having an ample basketball court, it has, in the gallery, an indoor race track, constructed in the most approved method. Suspended from the roof beams are all kinds of gymnastic equipment, calculated to strengthen the body

and train the muscles. In fact, everything that one would expect to find in a modern gymnasium is to be found there.

The girls' gymnasium is not quite so elaborate in its appointments, but it has one decided advantage in that it has large windows, providing an abundance of light and fresh air. It has a full basketball court, and the various appliances required for physical training exercises are provided.

Both girls and boys are well cared for in the matter of conveniences, for there are ample shower baths for both to be used at the end of the training periods, so that nothing is left undone in the physical training department to provide for the well-being of those who are fortunate enough to be students of this modern school.

THE STORY TELLER

I have fled far through Fancy's airy caves,
And stolen magic for your idle hours;
Captured the deep-mouthed music of the waves,
And seen you wonder at strange deep-sea flowers.

I have climbed high on silent summer nights
And gathered star-dust to fill your dreams;
Plundered the silver coffers of the sky,
Between the tapers of the tall moon-beams.

I have sought oft for treasure hid by Shee,
Filled with rare faerie coins of beaten gold,

And thin blue blades, fashioned for elfin wars.

By magic craftsmen in the days of old.

And strange, sad tales, and wild, sweet bits of rhyme,

And memories of half-forgotten kings,
While wise men marvel how I waste my time

In traffic with such useless, idle things.

Useless and idle; yet the heart of me,
The foolish heart of me is hid therein,
And often men delight to pause awhile,
And hear of far-off, high deeds that have been.

—Francis Russell.

Commercial Department Gives Training in Business Principles

New Departures In Commercial Education Seen

By A. M. HENRY

Head of Commercial Department, Oshawa Collegiate and Vocational Institutes

When the earliest business school of which we have knowledge was formed in the latter half of the eighteenth century in Edinburgh, under the title, "The Edinburgh Business Academy," the main subjects of study were bookkeeping and business arithmetic. Since that time numerous changes have taken place in the world of business. Mass production and division of labour in the factory have made imperative increased skill and division of labour in the counting-house. This need has been met in several ways.

Pitman System

The creation of a phonetic system of writing by Sir Isaac Pitman in 1837 and the invention of the typewriter a few years later, gave to business the media through which the ever increasing burden of letter writing could be effectively carried. Filing systems have kept pace with business to such an extent that whole factories devote their energy to their manufacture alone. Bookkeeping and Accountancy have been called upon to discover ways and means of recording and analysing the last farthing of expenditures in order that business managers may have scientific data upon which to base their plans when meeting increasingly keen economic competition. The science of economics has come to our rescue with certain well-defined economic principles with which every business man and woman should have at least a bowing acquaintance.

It has become increasingly impossible for the modern office to provide facilities by which young men and women may master the essentials of office work, as in former years, when they were apprenticed to business. The private commercial school, giving intensive courses in Stenography and Bookkeeping, filled the need admirably for a long time, but as the demands of business became more

exacting it was found that the product of these schools, with outstanding exceptions, did not possess sufficient general education to meet modern demands. Gradually commercial education has been transferred to the secondary schools there being given in conjunction with English literature, history, economics, science and mathematics.

Beginnings in Oshawa

The beginnings of Commercial work in the Oshawa High School are not clearly defined but as far back as 1902 Bookkeeping and Stenography were taught in the old school on Centre Street. Since that time the commercial department has grown until it constitutes almost one-third of the entire school enrolment requiring the full time of seven teachers. Slightly over four years ago the commercial classes were organized as a Vocational Department under the Director of Vocational Education for Ontario.

Oshawa in Vanguard

At the present time the Oshawa Collegiate and Vocational Institute is in the vanguard of modern commercial educational practice. It provides a three-year commercial course giving training in all the modern business subjects, stenography, typewriting, accounting, business letter writing, penmanship, rapid arithmetic and spelling, combined with a thorough course in the basic citizenship and cultural subjects mentioned above. Such courses do two things, namely, prepare the pupil to enter business with some marketable skill, and provide that background of well-rounded life interest that enables the average citizen to use his leisure time with pleasure and profit.

New Departures

The department recently has made several important departures in Commercial education. Falling in line with the policy of making the process of learning interesting, a gramophone with eighteen suitable records was installed in the typewriting room and now the aspiring world champions taps the keys to the tune of "Rule Britannia," and other records. The modern office demands of its beginners a knowledge of the latest office machines. Hence there have been added to our equipment an accounting machine, a calculator, adding machines, and a complete set of dictaphones. Every successful student requires a working knowledge of these appliances, an added skill that helps

E. W. Drew Served For 24 Years on Education Body

One can hardly think of education in the City of Oshawa without associating with it the name of E. W. Drew. For many years, Mr. Drew, by virtue of his long period of service, was known as the "Father of the Board of Education" and when he retired from service on the board at the end of 1928, after being a member for 24 years, sincere tributes of praise of his service were voiced by those who had been his colleagues for varying periods of time. During his long association with educational affairs, Mr. Drew saw the Oshawa school system expand from a small beginning to become one of the best and most modern in the province of Ontario.

Mr. Drew first became a member of the Board of Education in 1902, when there were only three schools in the town. These were the Albert and Mary Street public schools, and the old Union high and public school on the site of the present Centre Street school. During his term of service on the board, the King Street public school, the first and second sections of the high school, and, later, the collegiate institute on Simcoe Street North, the present Centre Street school, the Ritson Road school, the South Simcoe Street school, the Cedardale school, and the North Simcoe Street school were built, as well as additions to some of these. The plans for the vocational addition to the collegiate institute were

also made during the closing years of his service on the board.

Mr. Drew had the honor of serving for two years as the chairman of the Board of Education, and during his years on the board he was chairman of all the standing committees at one time or another. He was also a member of many of the building committees which supervised the construction of all the new schools and additions.

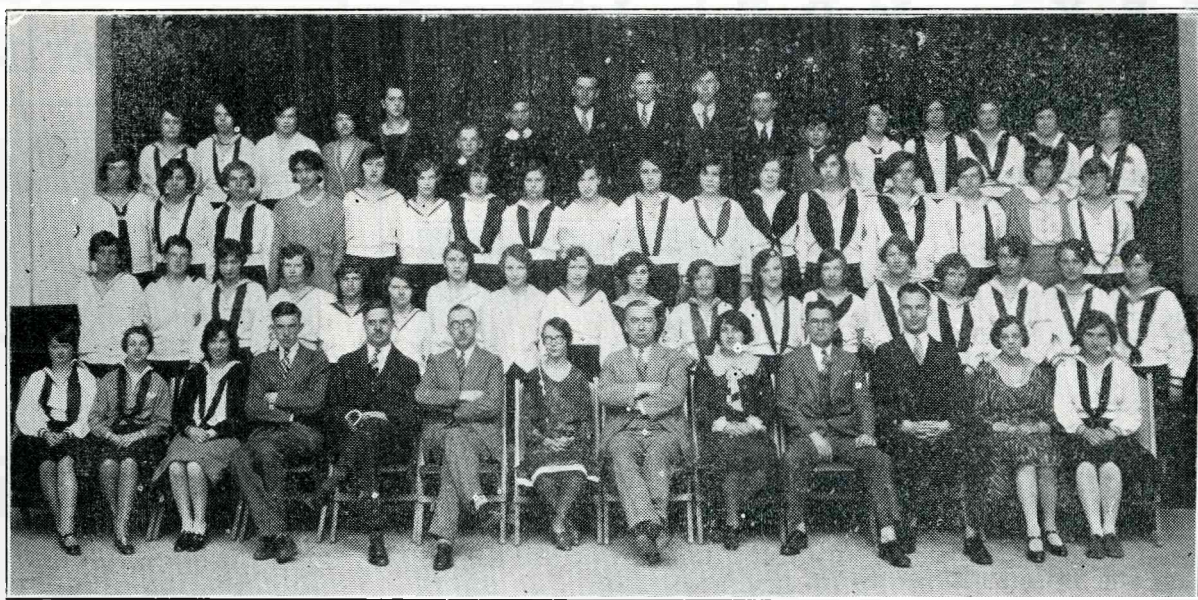
When Mr. Drew was first elected to the board of education, it was a com-



E. W. DREW

bination board with a large membership, some selected by the Town of Oshawa and the others appointed by the County of Ontario. Mr. Drew himself was at one time a member of the board representing the county. Then, in 1925, it was made a municipal board, with nine members elected by vote of the citizens of Oshawa and one representing the Separate School Board of the city.

When Mr. Drew decided, at the end of 1928, to retire from the board, his decision was received with much regret, for all his colleagues sincerely appreciated the wise judgment and expert knowledge of educational affairs that he brought to its deliberations.



COMMERCIAL GRADUATING CLASS OF 1930

The above group shows the class of commercial students which is being graduated from the Oshawa Collegiate and Vocational Institute at the end of the present term. This is the largest class in the history of the commercial department of the institution.



Handwriting is on the wane

Deplore it though we may, caligraphy is not of this generation. We shirk it whenever possible, and the other fellow balks at reading it.

And, goshallfishhooks, some folks don't write their own names so they can be read.

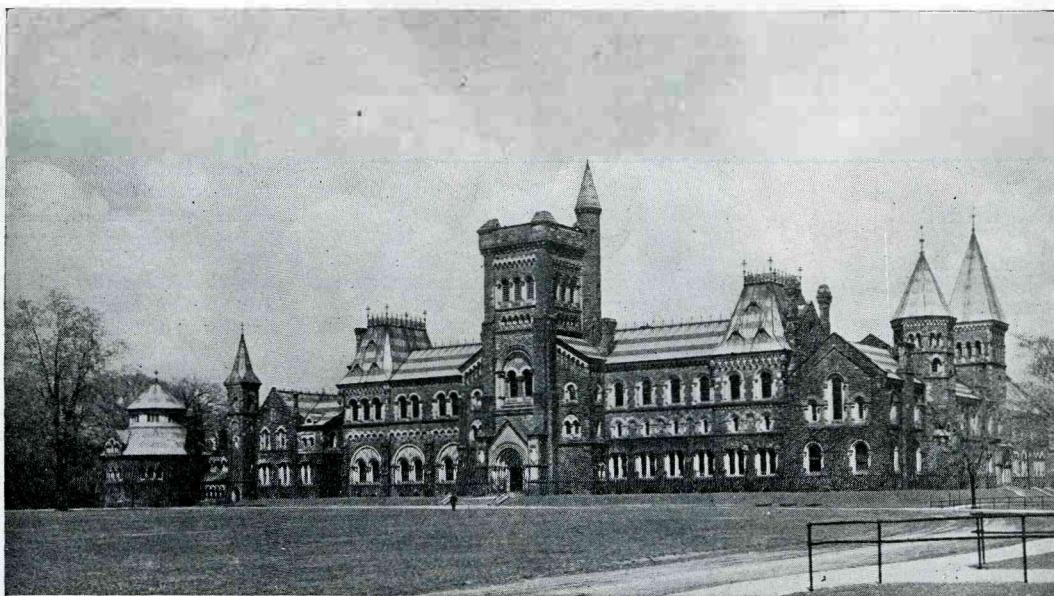
But now there is

The Personal Underwood

ideal for the home, for traveling, for personal writing anywhere.

Use the handy coupon, or mention this paper.

United Typewriter Co. Ltd.
135 Victoria St., Toronto 2
Tell me all about that Personal Underwood, and how I can buy it for a few dollars a month.
Name
Address
..... O.D.T.



UNIVERSITY COLLEGE, UNIVERSITY OF TORONTO

Many Scholarships are Available for O.C.V.I. Students

Public-Spirited Citizens Have Subscribed Generously to Give Added Incentives to Students

THROUGH the generosity of a number of public-spirited citizens who are desirous of promoting education in the community, the Oshawa Collegiate and Vocational Institute is able to offer for competition to its students attractive scholarships and prizes.

The Mrs. F. W. Cowan Scholarships

Mrs. F. W. Cowan has established two scholarships of the value of \$75.00 each to be awarded annually. Under the present arrangement these are awarded to the two students of the Fourth Year who make the highest standing in the Departmental Examinations, one scholarship being offered for the Science Option and the other for the Moderns Option. Only students who are continuing their studies in the Upper School are eligible. The donor has very kindly left the regulations governing the administration of the scholarship flexible so that the conditions of competition may be changed to suit altering circumstances.

The Tamblin Prize for Proficiency in Elocution and Speaking

Mr. Tamblin, a former High School teacher of Oshawa, left the sum of \$200 to the Board of Education to establish permanently an annual prize for the student most proficient in elocution and public speaking.

The Squair Prize in French

Professor John Squair of Toronto deposited with the Board of Trustees of the Oshawa Collegiate and Vocational Institute the sum of \$100 to establish permanently an annual prize for the student who is most proficient in the French language.

Mr. E. W. Drew offers two scholarships, or cash prizes, to be awarded as follows:

1. \$30.00 to the student standing first in the year's work of the First Year Commercial Course.
2. \$20.00 to the student standing second in the year's work of the First Year Commercial Course.

Mr. M. E. Hartley Scholarship Prizes

Mr. M. E. Hartley offers the following prizes to be competed for by students of the Oshawa Collegiate Institute and Vocational Branch:

1. \$10.00 to be competed for annually, to the student showing the most progress in the Second Year Academic Course.
2. \$10.00 to be competed for annually to the student showing the most progress in the First Year Commercial Course.
3. \$5.00 to be competed for annually to the student of any year or course submitting the best specimen of his or her own penmanship.
4. \$15.00 to be competed for annually, to the student of any year or course writing the best essay of 1000 words on the subject of Life Insurance.
5. \$10.00 to be competed for annually, to the student of any year or course writing the second best essay of 1000 words on the subject of Life Insurance.

Mr. R. S. McLaughlin Scholarships

Colonel R. S. McLaughlin offers eleven scholarships, or cash prizes, to be awarded as follows:

1. \$30.00 to the student standing first in the year's work of the Second Year Commercial Course.
2. \$20.00 to the student standing second in the year's work of the Second Year Commercial Course.
3. \$10.00 to the student making the most progress in the Second Year Commercial Course.
4. \$30.00 to the student standing first in the year's work of the Third Year Commercial Course.
5. \$20.00 to the student standing second in the year's work of the Third Year Commercial Course.
6. \$15.00 to the student making the most progress in the Third Year Commercial Course.
7. \$30.00 to the student standing first in the year's work of the Special Commercial Course.
8. \$20.00 to the student standing second in the year's work of the Special Commercial Course.
9. \$15.00 to the student making the most progress in the Special Commercial Course.
10. \$5.00 to the student attaining the greatest speed in typing on the graduation tests.
11. \$5.00 to the student attaining the greatest speed in Shorthand on the graduation tests.

Mr. G. W. McLaughlin Scholarships

Mr. G. W. McLaughlin offers four scholarships, or cash prizes, to be awarded as follows:

1. \$30.00 to the student standing first in the year's work of the Second Year Academic Course.
2. \$20.00 to the student standing second in the year's work of the First Year Academic Course.
3. \$30.00 to the student making the most

progress in the First Year Academic Course.

4. \$20.00 to the student standing second in the matter of progress in the First Year Academic Course.

Mr. Charles Robson Scholarships

Mr. Charles Robson offers four scholarships, or cash prizes, to be awarded as follows:

1. \$30.00 to the student standing first in the year's work of the Second Year Academic Course.
2. \$20.00 to the student standing second in the year's work of the Second Year Academic Course.
3. \$30.00 to the student standing first in the year's work of the Third Year Academic Course.
4. \$20.00 to the student standing second in the year's work of the Third Year Academic Course.

Mrs. William F. McAdie Scholarship in English

Mrs. William F. McAdie offers twenty-five dollars to be awarded for proficiency in English, the particular subject to be decided later.

Miss F. E. Hislop Prizes

Miss F. E. Hislop, for many years a teacher and principal in Oshawa, has donated twelve beautiful volumes of standard poets to be presented as separate prizes for proficiency in subjects not yet decided.

Mrs. A. E. O'Neill Prize for Art

Mrs. A. E. O'Neill offers \$15.00 for competition in the Art Classes. This sum will be divided and awarded in accordance with the wishes of the Art Teacher.

Mr. Ross Mackinnon Scholarship in French

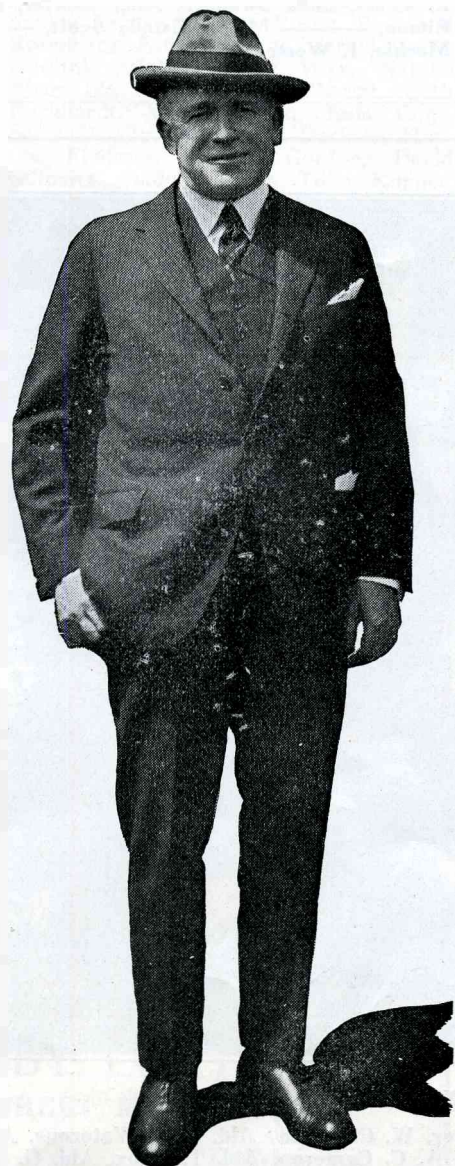
Mr. Ross Mackinnon, with a view to promoting a greater interest in conversational French, offers \$50.00 in cash prizes to the students attaining the greatest proficiency in French conversation.

The Murray Johnston Cane

Mr. Murray Johnston, a former student of the Oshawa Collegiate Institute, and himself the recipient of such an award, presents annually a cane to the boy who by a vote of the staff and members of the Students' Executive is declared the outstanding boy of the school.

Additional Scholarships and Prizes

In addition to the scholarships and prizes already established, a number of others will be endowed during the year. The donors of these have not yet worked out the details sufficiently to allow a definite statement.



R. S. McLAUGHLIN

Donor of eleven scholarships awarded annually for special proficiency in the commercial classes of the Oshawa Collegiate and Vocational Institute.

Oshawa Collegiate Students Who Have Won Scholarships

Following is a list of scholarship winners who will be presented with their awards at the commencement exercises to be held in the auditorium of the Oshawa Collegiate and Vocational Institute on Thursday afternoon, at two o'clock.

MRS. F. W. COWAN SCHOLARSHIPS—Science, Ferne Ledgett, (\$75.00); Moderns Option, Dorothy Crothers, (\$75.00).

TAMBLIN PRIZE FOR PROFICIENCY IN ELOCUTION AND SPEAKING—John Dryden.

SQUAIR PRIZE IN FRENCH—Lillian Pirie.

MR. E. W. DREW SCHOLARSHIPS—Student standing first in year's work of First Year Commercial Course, Mabel Canning, (\$30.00); student standing second in year's work of the First Year Commercial Course, Kathleen Manilla, (\$20.00).

MR. M. E. HARTLEY SCHOLARSHIP PRIZES—Student showing the most progress in Second Year Academic Course, Lloyd Stephenson (\$10.00); student showing the most progress in the First Year Commercial Course, John Kuzmeliuk; (\$10.00); student of any year or course writing the best essay of 1000 words on the subject of Life Insurance, Marwood Black, (\$15.00); student of any year or course submitting the best specimen of his or her own penmanship, Margaret Henderson, (\$5.00); student of any year or course writing the second best essay of 1000 words on the subject of Life Insurance, Jack Sherwood, (\$10.00).

MR. R. S. McLAUGHLIN SCHOLARSHIPS—Student standing first in the year's work of the Second Year Commercial Course, Rosalie Smith, (\$30.00); student standing second in year's work of Second Year Commercial Course, Sadie Harland, (\$20.00); student making most progress in the Second Year Commercial Course, Lillian Lee, (\$10.00); student standing first in year's work of Third Year Commercial Course, Cyril Smith, (\$30.00); student standing second in the year's work of the Third Year Commercial Course, Mabel Britton, (\$20.00); student making most progress in Third Year Commercial Course, Flossie Cornish, (\$15.00); student standing first in year's work of Special Commercial Course, Evelyn Hill, (\$30.00); student standing second in year's work of Special Commercial Course, Victoria Lesnick, (\$20.00); student making most progress in Special Commercial Course, Florence Clifford, (\$15.00); student attaining greatest speed in Typewriting on the graduation tests, Florence Cook, (\$5.00); student attaining greatest speed in Shorthand on the graduation tests, Florence Cook, (\$5.00).

MR. G. W. McLAUGHLIN SCHOLARSHIPS—Student standing first in year's work of First Year Academic Course, Margaret Cameron, (\$30.00); student standing second in year's work of First Year Academic Course, George Twist, (\$20.00); student making most progress in First Year Academic Course, Sophie Edwards, (\$30.00); student standing second in the matter of progress in First

Year Academic Course, Gerald Tonkin, (\$20.00).

MR. CHARLES ROBSON SCHOLARSHIPS—Student standing first in second Year Academic Course, Cromwell Young, (\$30.00); student standing second in Second Year Academic Course, Kenneth Kelly, (\$20.00); student standing first in Third Year Academic Course, Arnold Jobb, (\$30.00); student standing second in Third Year Academic Course, Shirley Fowke, (\$20.00).

MRS. A. E. O'NEILL PRIZE FOR ART—Direct brush work, George Twist by reversion to Margaret Switzer, (\$5.00); Pencil Work, Lorna Merrick, (\$5.00); Color Theory and Design, Mary Glass, (\$5.00).

MR. ROSS MACKINNON SCHOLARSHIP IN FRENCH—Form V, Lillian Pirie, (\$15.00); Hazel Sweet, (\$10.00); Form IV, Dorothy Crothers, reversion to Leonard Brash, (\$15.00); Eunice Robinson, (\$10.00).

MRS. WILLIAM F. McADIE SCHOLARSHIP IN ENGLISH—Middle School English Prize, Frances Russell, (\$25.00).

MISS F. E. HISLOP PRIZE—Form III, English Composition, Stanley Harris, (Books); Form III, English Literature, Shirley Fowke, (Books); Form IV, English Composition, Adeline Fowke, (Books); Form IV, English Literature, John Dryden, (Books).

THE MURRAY JOHNSTON CANE—To the boy, who by a vote of the staff and members of the Students' Executive is declared the outstanding boy of the school, Ernie Marks.

MISS GLADYS and MILDRED EDMONDSON PRIZE—To the girl, who by a vote of the staff and members of the Students' Executive is declared the outstanding girl of the school, Nona Armstrong (Book-ends and books).



G. W. McLAUGHLIN

Donor of scholarships in the academic department of the Oshawa Collegiate and Vocational Institute.

Donor of Collegiate Scholarships



MRS. F. W. COWAN

Donor of two scholarships of \$75.00 each awarded annually to the two students of the fourth year making highest marks in the departmental examinations, one in science and one in moderns.

City Councils Have Joined in Educational Progress

Close Co-operation Between the Two Municipal Bodies Has Been Responsible For Splendid Record

WHILE the Board of Education naturally comes into the limelight on an occasion such as is being celebrated today in the formal opening of the Oshawa Collegiate and Vocational Institute, the city council has no small part in the development of educational institutions in any community. During all the years of growth and progress of education in the town and city of Oshawa, successive city councils have had to work in conjunction with the boards of education in the most important part of the provision for expansion, that of providing for the necessary finances. While the Board of Education, in itself, is an entirely separate body, directly responsible to the electorate, it does not have the power to raise money or levy taxes. That function belongs only to the city council, and so it is that every year the board, after preparing its estimates, has to submit these to the council to be passed and included in the amount of money which has to be raised by taxation. There is an even larger responsibility that has very frequently in recent years been placed upon various town and city councils, that of raising, by the issue of debentures, the hundreds of thousands of dollars that have been spent in the building of new schools and additions. To make co-operative action successful, it is therefore essential that there should be a spirit of harmony and co-operation between these two important public bodies.

Men of Vision

Fortunately the town and city of Oshawa has had, down through the years, councils composed of men of vision and foresight, men vitally interested in the growth and progress of every phase of life in the community. They have been men fully seized of the importance of providing educational facilities for the young people of the city, men who have believed that the best is none too good for the sons and daughters of a progressive and growing town and city. In every instance, there has been a desire on the part of the council members to see that the efforts of the Board of Education to build up an educational system worthy of the community have been given the fullest and most loyal support, so that, in its work over a long period of years, the Board of Education owes much to those men who have sat around the council table.

Helped With O.C.V.I.

This spirit of co-operation was especially manifest in the carrying out of the

plans which resulted in the construction of the vocational additions to the collegiate in order to produce the present composite school, the Oshawa Collegiate and Vocational Institutes. When this project was first mooted, it was agreed by the council that the board's decision to build such a school was well founded. In 1928, when Mayor R. D. Preston was mayor, the matter was discussed between the two bodies, and the city council accepted the viewpoint of the Board of Education, and agreed to pass a bylaw for the raising of a sum of approximately \$280,000 for the project. Thus the first co-operative step was taken which had in mind as its ultimate conclusion the interesting ceremony which is being held this afternoon.

In 1929, when Mayor T. B. Mitchell came to the presiding officer's chair, fresh from long years of experience as chairman and member of the board of education, still further co-operation was necessary. The matter was keenly discussed at successive council meetings. There were those who felt that the policy of building the technical school as an addition to the collegiate on Simcoe Street North was ill-advised, and various suggestions as to a site were put forward. Finally, however, the city council accepted the policy of the board, largely through the leadership of Mayor Mitchell, who, being thoroughly conversant with the board's reasons for its decision, was able to place these before the council with good effect. And so, in the early part of 1929, the bylaw was passed authorizing the issue of the necessary debentures for the financing of the vocational school.

Mayor Mitchell's Service

Here it might be well to say a word regarding the keen interest which has been taken by Mayor T. B. Mitchell in the educational affairs of the city. For many years he served as a member of the board of education, and for two of these years he was its chairman. In all that service, he took the most lively interest in the growth and development of the school system, and he was one of those who, with a keen vision for the future growth of the city, put forward the ideal of the composite school. That knowledge of educational affairs has been of vast assistance to the council, both in 1929 and this year, in dealing with matters placed before it by the Board of Education.

Early this year, when it was necessary to raise a further amount of money to complete the equipment of the vocational

school, the city council again willingly granted the request of the board, and thus made its work a great deal more pleasant than had there been any desire on the part of the council to be parsimonious in its dealing with the educational authorities.

The Present Council

From the present city council which is pictured below the Board of Education has always had only the most generous treatment. At the beginning of 1930, it became apparent that the tax rate for this year would have to be increased, and there was a strong effort on the part of the council to reduce expenditures wherever possible. It is to the credit of the council, however, that it did not seek to save money by unduly interfering with the Board of Education estimates, although these, in order to provide for the expansion of secondary education, were much higher than last year.

The members of the city council of 1930, all of whom can be said to be men willing and anxious to co-operate with the Board of Education, are as follows:—

Mayor—T. B. Mitchell.
Aldermen, North-east Ward—P. A. MacDonald, T. Hawkes and G. Bunker.
Aldermen, Cedardale Ward—E. Jackson, R. McDonald and J. B. Waterous.
Aldermen, South-west Ward—W. Boddy, S. Jackson and W. Sulley.
Aldermen, South-east Ward—G. Gummow, G. Hart and T. Knox.
Aldermen, North-west Ward—A. C. Cameron, C. Harman and G. Morris.

Aldermen, North-east Ward—P. A. MacDonald, T. Hawkes and G. Bunker.
Aldermen, Cedardale Ward—E. Jackson, R. McDonald and J. B. Waterous.

In estimating the forces which have contributed to the building up of education in the city, therefore, it is only right that due acknowledgment should be made of the part which has been played by successive bodies of city fathers, and so long as the same type of men of vision and foresight is elected to the city council, there can be no fear of the place which Oshawa will occupy in an educational sense.

SAFETY FIRST IN MACHINE SHOP

MR. J. N. CHARLES of the Canadian Fairbanks Morse Co., which firm supplied the lathes in the machine shop of the new vocational institute, thinks very highly of Oshawa's new school of secondary education. He says it is one of the outstanding institutions of its kind in the province.

"The machine shop is particularly well balanced," states Mr. Charles, "and the class of equipment is the most modern for educational and practical purposes on the market today. The lathes incorporate many safety features, absolutely preventing injury to students and damage to the machines. They are, in fact, practically foolproof," he said.



SECOND FORM PUPILS OF CENTRE STREET HIGH SCHOOL IN 1892

Back row—Guy Dingle, Wm. Holland, Norman Rae, Jas. Ross, Norman Farewell, Eugene McGill, A. Bain, Second row—Fred Hobbs, Rolland Rae, T. Cole, Jerry Wilkinson, Chas. M. Mundy, Thos. Stainton. Third row—Miss Lick, C. Taplin, A. Leek, E. Annis, Bella Swanson, Alice Lawlor, N. Hyland, Flo Lingman. Fourth row—M. Ritson, Miller, Estella Scott, M. Whitney, Lillie Hawkins, Flo. Mackie, I. Western.



OSHAWA CITY COUNCIL AND OFFICIALS FOR 1930

Back row, left to right—Peter Blackburn, City Treasurer; City Engineer, W. C. Smith; Ald. J. B. Waterous, Ald. R. McDonald; City Clerk, F. E. Hare; City Assessor, C. Luke. Second row—Ald. G. Gummow, Ald. A. C. Cameron, Ald. T. Knox, Ald. G. Bunker, Ald. W. Sulley, Ald. C. Harman and Ald. T. Hawkes. Front row—Ald. E. Jackson, Ald. G. Morris, Ald. P. A. MacDonald, Mayor T. B. Mitchell, Ald. G. Hart, Ald. W. Boddy, and Ald. S. Jackson.

Splendid Library Is Available To Students of O.C.V.I.

Over Three Thousand Volumes In Collection At Disposal Of Students And Staff Of School

By ARTHUR SLYFIELD, Librarian

THE library of the Collegiate and Vocational Institute has a collection of 3,176 bound volumes, sixty current periodicals and hundreds of classified pamphlets, mounted pictures, and clippings. These are housed in a spacious, well-lighted room, sixty-six feet long and thirty-four feet wide, located directly above the board room, main entrance, and principal's office. It contains a reading room seating seventy-two students at twelve tables, a reference room to accommodate ten, and the librarian's office equipped with cupboards, running water, and other conveniences. The furnishings, which are complete and thoroughly modern, include 432 feet of shelving, sixteen tables, ninety chairs, card catalogue cabinet, vertical files, periodical racks, encyclopaedia and dictionary stands, book truck, circulation, reference, and office desks, storage cupboards, slide and film-slide projectors, and typewriters. The room is appropriately decorated with books, pictures, trophies, and growing plants. Two very beautiful original water colours, painted by Mr. Chavignaud, have been given to the library, one by the Board of Education and the other by the Students' Council.

History of Library

The library's history dates back to the very beginning of secondary education in Oshawa when teachers began to collect books to supplement the texts then in use. These books were kept in the different classrooms. Later, many of them became part of a central collection found in the principal's office. It was to this stock that the students went in search of supplementary reading. Three years ago, Mr. A. E. O'Neill, induced the Board of Education to arrange for the transfer of the Collegiate Library to new quarters specially remodelled to serve as a reading room. His plans provided for "a large, attractive, well-furnished library in charge of a full-time librarian who should teach students how to use books for business and pleasure and create an atmosphere in which students are exposed to interesting and instructive books in the firm conviction that he who has learned to read intelligently has gone a long way towards acquiring an education." In the new building the Board of Education has made such generous allowance for library service that the principal's idea has become a reality.

Special Library Service

The library meets the teaching work of the school at all points. All books and pamphlets in the school's possession are carefully classified and so indexed as to be available at the shortest notice. To make every library resource accessible and permit plenty of time for free reading the library remains open during the entire school day from half-past eight in the morning till five o'clock in the afternoon. Books are allowed out for holiday reading. Students with spare periods are given the opportunity to consult books and periodicals in connection with all their studies.

Library Instruction

The library science course promotes ease in using a library and presents the library viewpoint to many girls and boys

who are at a loss to know what to expect of libraries. For the past three years a formal course of instruction has been provided. The rotary system makes it possible for every class to go to the library as a group for at least one period a week. Time spent in the library is divided between voluntary reading and study. The library lessons are always given in the library by the librarian. Marks are allowed on English composition papers for questions in library methods. All classes enjoy their library periods and are very much disappointed when some interruption in the school's daily programme robs them of their regular visit.

Circulation of Books

During the school year 1928-1929 students and staff borrowed 7,956 books. This takes no account of material used in the library but refers to volumes borrowed for home reading and study.

Gifts Received

A number of books, pamphlets, and files of periodicals have been donated to the library. The Students' Council and the Staff Players' Club each gave one hundred dollars to buy collections of plays and books relating to the drama.

GREETINGS FROM C. E. BYRD HIGH SCHOOL

The members of the Gayarre History Club, C. E. Byrd High School, Shreveport, La., sent an account of their club, a photograph of the executive including Mary M. Gordon, Howell Fullilove, Elmer Farmer, Myrtle Martin, Mary B. Allen, and Gus Bell, together with a beautiful copy of "New Orleans: The Place and the People," by Grace King, to be added to the books now in the school library.

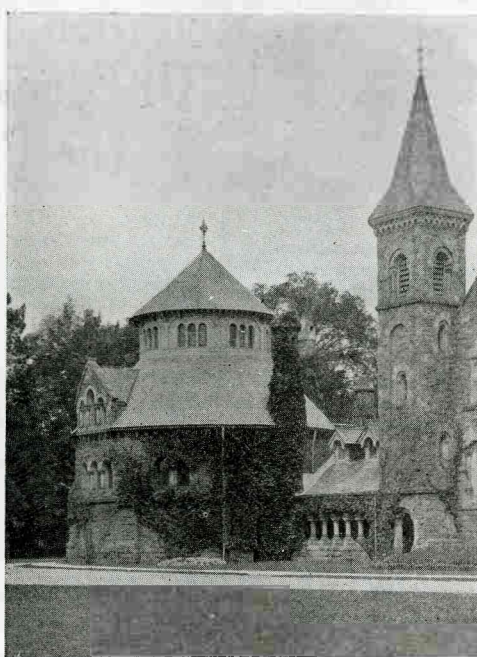
GOOD WISHES FROM MARK TWAIN'S COUNTRY

Two very beautiful editions of "Tom Sawyer" and "Huckleberry Finn" were presented to the school library by the following boys and girls of Miss Scott's English Classes in the Manual High School, Kansas City, Mo.:—Raymond Burnsworth, Clan L. Claflin, Lorena Cox, Meyer Duel, William Fill, Jane Frogue, Donald Fuqua, Diana Gershon, Fannie Goldstein, Mildred Green, Leonora Gunier, Margaret Holbrook, Thomas Holman, Marion Kempter, Guy Kerby, John Laferty, Rosalie, Lawson, Joe Licause, Gotha McClain, Henry Myers, Lucy Panattiere, Sophia Reisbord, Roma Rosen, Raymond Rosenberg, Esther Schultz, Gerald Smith, Dorothy Waller, Ethel Wax, Natalio Abar, Ida Bernat, Marie Bernat, Ruth Burkhardt, Vera Carlson, Eula Cone, Sadie Di Giovanni, Hazel Durham, Martha Fluderer, Walter Gordon, David Gutovitz, Isadore Klein, Tillie Kupper, Muffie MacNeal, David Meagher, Paul Nissen, John Parr, Velma Reed, Rae Rosen, Jacqueline Scimeca, Lewis Silverman, Leona Skoler, Rebecca Sweet, Rose Tidona, Claude Tuttle, Jesse Vincent, Gretchen Weaver, Grenville Whitney.

Some more boys and girls in the same school sent an artistic portfolio containing letters from the Librarian (Miss Esther Peer), Henry Jacobson, Madelyn Fill, Michael Hurley, Leah Fuehrer, Pax Fuehrer, Gussie Planzer, and Walter H. Robinson along with clippings, pictures and items concerning their school library.



LIBRARY OF THE OSHAWA COLLEGIATE AND VOCATIONAL INSTITUTE



A CORNER OF UNIVERSITY COLLEGE, UNIVERSITY OF TORONTO.



Congratulations to Oshawa Board of Education

WE heartily congratulate the Oshawa Board of Education upon the occasion of the formal opening of their fine new edifice—the Oshawa Collegiate and Vocational Institute. They are to be commended not only upon the building, but upon the high quality of its equipment throughout.

In keeping with this standard are the Hotpoint Range and Hotplates used in the Domestic Science Class Rooms and the Hotpoint Cafeteria Cooking Table and Bake Oven chosen for the Cafeteria.

Many public institutions throughout Canada have installed Hotpoint equipment . . . because it has been found to meet their exacting requirement . . . because it has a reputation for speed, efficiency and reliability.

You can buy with confidence any electrical product manufactured and guaranteed by Canadian General Electric Company, Limited.

Congratulations

to the

OSHAWA BOARD OF EDUCATION

on the formal opening of the

OSHAWA VOCATIONAL INSTITUTE

WE TAKE PRIDE IN HAVING HAD OUR PART IN
THE ERECTION OF THIS MAGNIFICENT
EDUCATIONAL INSTITUTION

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O.C.V.I. Has Staff Second to None in Province of Ontario

Principal and Staff Are Imbued With High Ideals of Profession And with Sense of Responsibility

NO educational institution can be any greater than its staff. The quality of its teaching determines, to a very large degree, the quality of its students, and the progress which they make in the following of the courses which they have chosen in preparation for their life work. The quality of the teaching staff, too, has a direct effect on the character-building work which is done by contacts between students and teachers during the formative period of adolescent life.

Judged by this standard, the Oshawa Collegiate and Vocational Institute ranks high as an educational institution. Under the guidance and administration of Principal A. E. O'Neill, a staff of exceptional efficiency and ability has been built up, a staff which combines teaching qualifications and personal characteristics of the highest order to a marked degree. From the principal down, every member of the staff is imbued with the ideal of service, and of a desire to mould the young lives with which they are entrusted along the wisest and best lines. The object of every teacher is to give every student who enters the doors of the institution something that enriches life and makes for more abundant living. The student who has lived in this educational atmosphere takes away something valuable whether he or she has been successful in obtaining a certificate or not, and, in addition, is given an unexcelled opportunity of acquiring a training for the building up of both scholarship and character.

The members of the Collegiate and Vocational Institute Staff, of which the people of Oshawa have every right to feel proud, are as follows:

Principal

Albert E. O'Neill, B.A., Specialist in English and History.

Heads of Departments

Cyril C. Ashcroft, B.A.Sc., B.Paed., Shop Director—Drafting.

Charles M. Ewing, M.A., Specialist in Classics—Classics.

Arthur W. Ferguson, B.A., Specialist in Mathematics—Mathematics.

George M. Henry, B.A., Specialist in Commercial—Commercial.

Laura L. Jones, B.A., Specialist in Moderns and English—German.

Norman McLeod, M.A., Specialist in English and History—English.

Violet B. Smith, B.A., Specialist in Moderns—French.

Lewis Stevenson, B.A., Specialist in Science and Mathematics—Science.

Assistants

Florence J. Armstrong, Specialist in Physical Culture—French.

Wilbur J. Barlev, B.A., Specialist in Physical Culture—Physical Culture.

Albert F. Brown, B.A., Specialist in Science—Science.

William E. Cayley—Woodworking.

Mildred B. Edmondson, B.A., Specialist in Moderns—French.

William A. Glass, B.A.—Classics.

Margaret K. Hezzelwood—English.

Maurice F. Kirkland, B.A. Specialist in Physical Culture—Geography.

Viola I. Lidkea, B.A., Specialist in Household Science—Household Science.

Elmer B. Linton, B.A.—Commercial.

Ernest J. McGirr, B.A., Specialist in Physical Culture—Commercial.

H. A. McKenzie, B.A., Specialist in English and History—English.

Gertrude Moore, B.A.—Science.

Harrison E. Murphy, M.A., Specialist in English and History—History.

Olive I. Oatway, B.A., Specialist in Commercial—Commercial.

L. Kathleen Runnells, B.A., Specialist in Physical Culture—Physical Culture.

Alberta M. Rutherford, Specialist in Domestic Arts—Domestic Arts.

Marion E. Savage, B.A.—Mathematics.

Edith A. Tuttle, M.A., Specialist in Mathematics and Physics—Mathematics.

Dorothy M. VanLuven, B.A., Specialist in Art—Art.

Ursula Moore, B.A., Substitute—Mathematics.

Norman D. Smith—Machine Shop.

Gordon R. Coldwell—Motor Mechanics.

Arthur Slyfield—Librarian.

Bertha M. Northcott—Secretary.

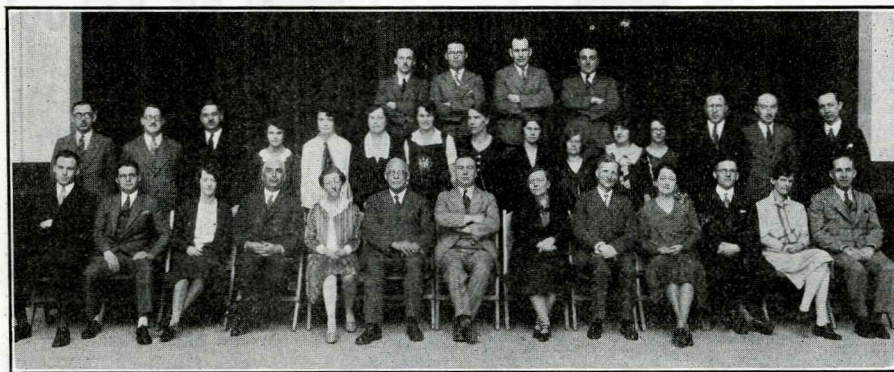
Duration and Cost Of Education for The Professions

IN many cases, the entrance to the Collegiate and Vocational Institute, and particularly the collegiate department, is the beginning of a long period of secondary and higher education. Many of the students in this department are studying with a view to entering one of the professions, and the following tables, showing the length of time required to complete a course, after the high school entrance examinations has been passed, and the cost of preparation for the various professions, will be of unusual interest, not only to these students, but to parents of children who are nearing the time for entrance to the collegiate department.

Time Required to Complete Course From High School Entrance

High School Teacher	10 years
First Class Public School Teacher	7 years
Second Class Public School Teacher	6 years
Lawyer	9 years
Druggist	6 years

LOYAL AND EFFICIENT WORKERS



STAFF OF THE COLLEGIATE AND VOCATIONAL INSTITUTE

FRONT ROW (Left to Right):—M. F. Kirkland, G. M. Henry, E. A. Tuttle, W. A. Glass, F. J. Armstrong, L. Stevenson, A. E. O'Neill, L. L. Jones, C. M. Ewing, M. K. Hezzelwood, C. C. Ashcroft, D. M. VanLuven, N. McLeod.

MIDDLE ROW (Left to Right):—E. B. Linton, W. J. Barlev, E. J. McGirr, B. M. Northcott, M. E. Savage, A. M. Rutherford, L. K. Runells, G. Moore, V. I. Lidkea, U. Moore, O. I. Oatway, R. G. Joyce, G. R. Caldwell, H. E. Murphy, Arthur Slyfield.

BACK ROW (Left to Right):—H. A. McKenzie, A. F. Brown, W. E. Cayley, N. D. Smith.

ABSENT:—V. B. Smith, M. B. Edmondson, A. W. Ferguson.

Engineer (Civil, Mechanical, Electrical, Chemical or Mining)	9 years
Architect	9 years
Dentist	10 years
Doctor	11 or 12 years

Cost of Preparation For Various Professions

High School Teacher	\$5,000
First Class Public School Teacher	2,100
Second Class Public School Teacher	1,800
Lawyer	4,300
Druggist	2,600
Engineer	4,300
Architect	4,300
Dentist	5,000
Doctor (straight Medical Course)	5,700
Arts and Medical Course combined	6,400

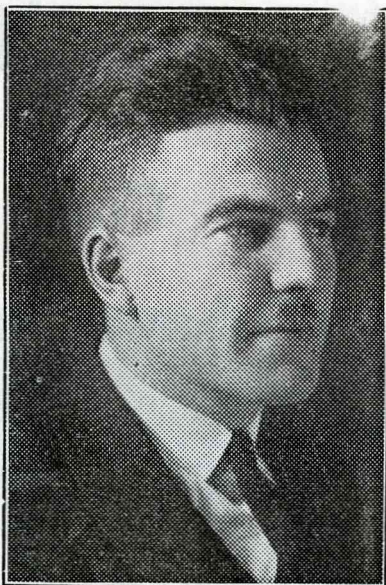
This cost is estimated by allowing \$300

a year while the pupil is at home attending the Collegiate Institute or Normal School, and \$700 a year when he is away from home attending College or University.

PLACEMENT DEPARTMENT

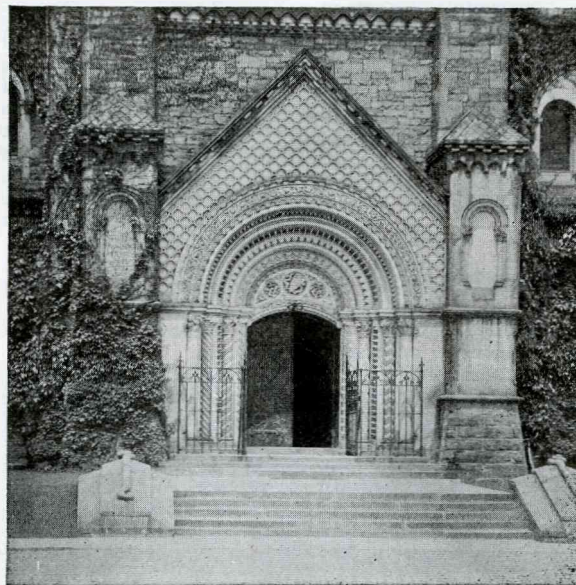
Students of the evening classes have a right to register in the Placement Department of the Oshawa Collegiate Institute. The Principal will be pleased to recommend students who show ambition and ability for vacancies which may occur from time to time.

A good education is the first essential to trained and responsible citizenship.



CECIL F. CANNON, B.A.

Inspector of the Public Schools of the City of Oshawa.



THE MAIN DOORWAY, UNIVERSITY COLLEGE, UNIVERSITY OF TORONTO



THE PRINCIPAL'S ROOM IN THE OSHAWA COLLEGIATE AND VOCATIONAL INSTITUTE

Queen's University

KINGSTON, ONTARIO

Established by Royal Charter 1841

Faculty of Applied Science

Courses are offered for the degrees of B.Sc. and M.Sc. in Chemistry, Mineralogy and Geology, Physics, and in Mining, Chemical, Civil, Mechanical and Electrical Engineering. In the vicinity of Kingston a greater variety of economic minerals and metalliferous ores is mined than in any similar area in Canada. The nearness of mines enables students to obtain valuable information concerning field conditions.

Faculty of Medicine

Courses are offered for the degrees of M.D., C.M., and to the Diploma of Public Health. Excellent laboratories are provided for experiment and research. Local hospitals, including the Kingston General, Hotel Dieu, and the Rockwood Mental Hospital, as well as the Richardson Pathological Laboratories afford splendid opportunities for medical students to attend clinics and operations.

Faculty of Arts

Courses in Arts and Commerce are offered for the degrees of B.A., M.A., B. Com., Ph.D. Facilities have been provided so that ministers and teachers can complete all or part of the Arts course through extra-mural and summer school study.

Other Advantages

For reference purposes, the Queen's Library is unexcelled in Canada. The facilities for athletics include a modern gymnasium, a skating rink with artificial ice, and a football stadium. A residence for women students and a Union for men have recently been built.

For further information and for a copy of "Queen's in pictures," write to W. E. McNeill, M.A., Ph.D., Registrar.

Board of Education Composed of Outstanding Citizens

Public Spirited Citizens Serve on Important Body

THE city of Oshawa is fortunate in that there has never, at any time, been any lack of capable and public-spirited citizens willing to serve on its public bodies. This is particularly true of the Board of Education, which has always attracted to its councils men of the most outstanding character, and of high place in the life of the community. These men, for years, have been drawn from the ranks of industry, from business and commerce, and from the professions, and have rendered valuable and self-sacrificing service in the furtherance of the educational affairs of the community.

The 1930 Board

The board of education is composed of ten members, one of whom is elected by his colleagues each year to serve as the chairman. Of the ten members, nine are elected. The periods for which they are elected are two years, with five retiring one year and four the next. In the 1930 election, four members were elected, these being Allin F. Annis, E. A. Lovell, J. C. Anderson and Dr. B. A. Brown. The other five elected members, who will retire at the end of the present year, but will be eligible for re-election, are George C. Allchin, Dr. F. J. Donevan, Alex. W. Bell, Ross McKinnon and E. L. Vickery. The tenth member is the representative of the Separate School Board of Oshawa, and Rev. Father P. J. Bench has given splendid service to the community in this capacity for the last few years. The chairman of the 1930 board is Alex. W. Bell, who is now serving his second successive year as the presiding officer.

The Committees

The affairs of the 1930 Board of Education are being handled through the operation of five committees, each with a definite department of the work under its guidance. Dr. F. J. Donevan is chairman of the management committee, which is probably the most important of all committees, although the finance committee, of which E. A. Lovell is the chairman, having the responsibility for the spending of over a quarter of a million dollars, has highly important duties to perform. Ross McKinnon is chairman of the property committee of the board, while Rev. Father Bench, as chairman of the building committee, has had much to do with the erection of the vocational addition to the Collegiate and Vocational Institute.

Advisory Vocational Committee

The fifth committee, the advisory vocational committee, is of a somewhat different type, since it is a joint committee of members of the board and of prominent citizens who act in an advisory capacity in the selection of the courses to be taught. Allin F. Annis, who has taken an especial interest in the vocational department, is chairman of this committee, and the members of the board who serve on it are G. C. Allchin, J. C. Anderson, Rev. Father Bench, Dr. B. A. Brown and Dr. F. J. Donevan. The other members of the committee are H. M. Black, local manager of the Bell Telephone Company; W. H. Hutchinson, C.N.R. Freight agent for Oshawa; Murray Miller, plumbing and steamfitting contractor; N. C. Millman, head of the inspection department of General Motors of Canada, Limited; S. J. Storie, treasurer of Fittings, Limited, and A. V. Swail, building contractor. These are the men who will, in a large measure, direct the destinies of the vocational classes at the institution.

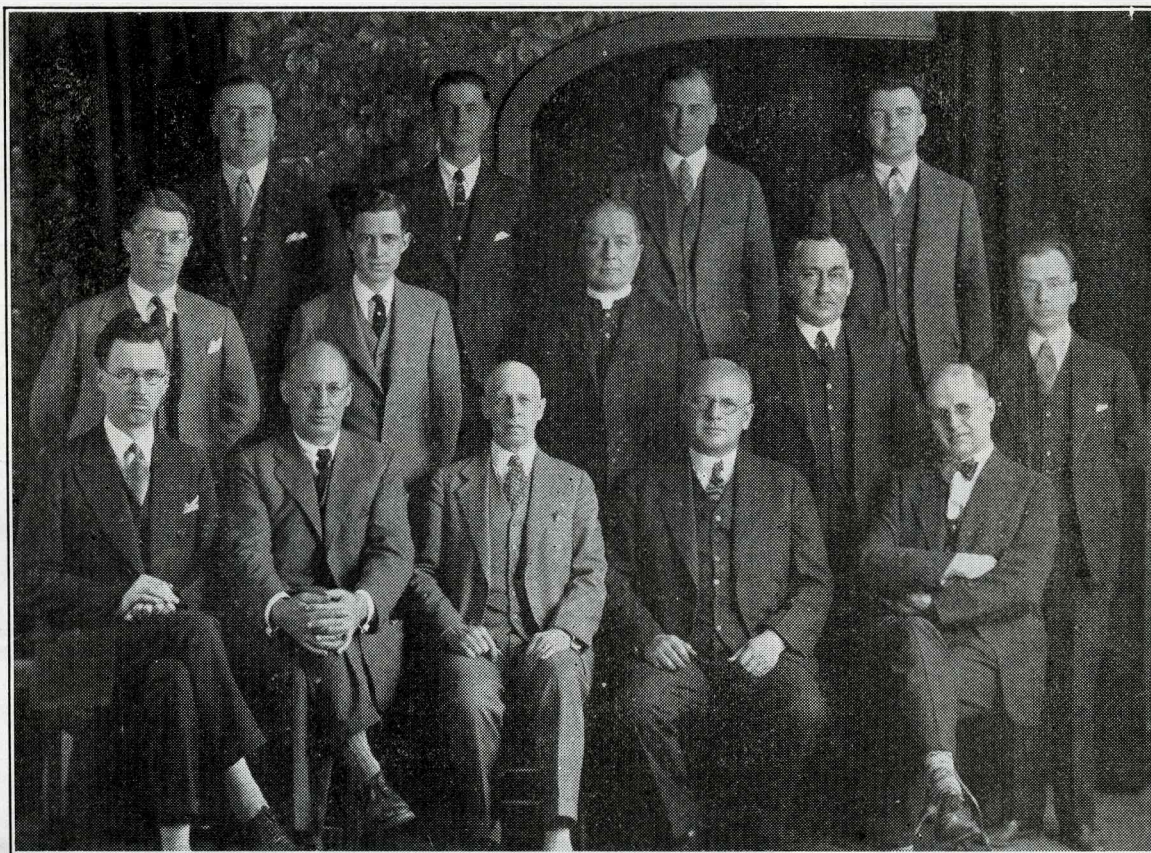
The Building Committee

Mention should also be made in this article of the building committee which was responsible for the planning of the vocational additions to the Oshawa Collegiate and Vocational Institute, since that committee included members not now on the board of education. As mentioned above, this committee was under the chairmanship of the Rev. Father Bench, and carried on its work in 1928 and 1929, up to the time when the work on the vocational additions was practically completed. The other members of the committee were A. W. Bell and A. F. Annis, still members of the board, A. E. Garbutt and G. B. Norris, who retired from the board at the end of 1929, and A. E. O'Neill, principal of the Collegiate and Vocational Institute.

Board Officials

To complete the working organization there are the officers of the board. C. H. R. Fuller came to Oshawa about a year ago to take over the new office of business administrator, a very important position. A. E. O'Neill, as principal of the Collegiate and Vocational Institute, is

MEN IN CHARGE OF EDUCATIONAL AFFAIRS



OSHAWA BOARD OF EDUCATION AND OFFICIALS FOR 1930

Back row, left to right—A. E. O'Neill, principal, Oshawa Collegiate and Vocational Institute; A. L. W. Smith, school attendance officer; C. H. R. Fuller, business administrator; Cecil F. Cannon, inspector of public schools. Second row—J. Carroll Anderson, George C. Allchin, Rev. Father P. J. Bench, E. L. Vickery and Dr. B. A. Brown. Front row—Allin F. Annis, Dr. F. J. Donevan, Alex. W. Bell, chairman; Ross McKinnon and A. E. Lovell.

filling in a very capable manner the position which calls for a large amount of business and administrative ability, as well as academic qualifications of the highest order. Cecil F. Cannon, formerly the supervising principal of the public schools, has recently been promoted to the office of public school inspector. A. L. W. Smith, another important official, is the school attendance officer, and carries out his difficult duties with much tact and efficiency.

These are the men who are in charge of the administration and organization of the educational system of Oshawa at the present time, and they measure up splendidly to the high ideals of service which have been laid down by the boards of education of past years.

Much of the success which has been attained in the establishment of the vocational classes in the Oshawa Collegiate and Vocational Institute is due to the splendid assistance and co-operation of the leaders of industry in the city, who have taken a keen interest in these classes, believing that they will result in the production of a larger supply of well-trained skilled mechanics within the city.

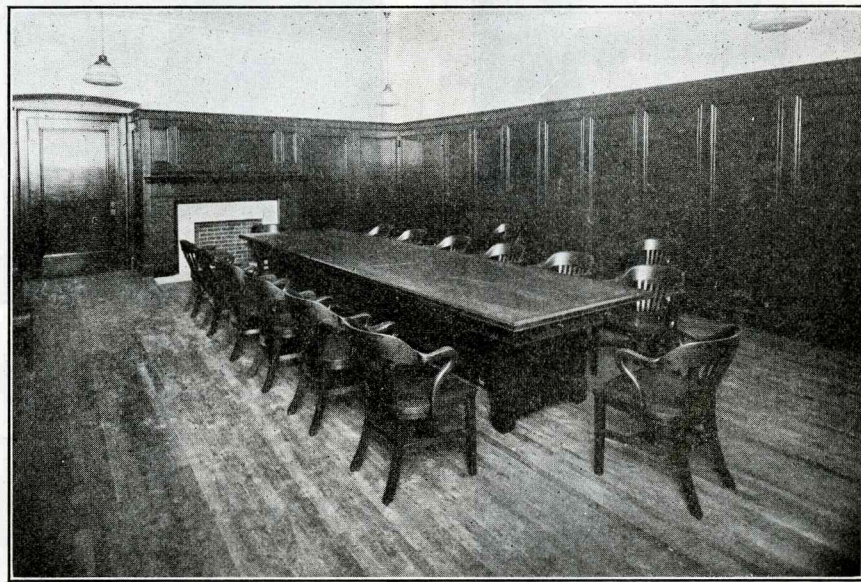
Oshawa employers requiring stenographers, bookkeepers or office help can find a ready source of supply in the well-trained graduates of the commercial department. Principal O'Neill is always willing to provide a list of promising students, with their qualifications.



ROSS McKINNON

Chairman, Property Committee, Board of Education for 1930.

WHERE THE BOARD MEETS



THE BOARD ROOM IN THE O.C.V.I.

THE Board of Education has found a new home in the Collegiate and Vocational Institute Building. Formerly, its meetings were held in the Centre Street School, but in the plans for the new building the architect provided for a board room which is one of the most beautiful rooms in the whole edifice.

The whole room has an air of quiet dignity. Its panelled walls and its severe tones of decoration and furnishing make it what it is intended to be, a place for doing serious business.

The outstanding feature in the room is the board table, around which the members meet to transact the business of the educational system of the city. It is a magnificent piece of furniture, with a beautiful solid oak top, sixteen feet long. One cannot help looking at it with admiration, and so well does it harmonize with the rest of the furnishing and woodwork that it seems to fit right into the scheme of a board room in which the members of the Board of Education have just the right atmosphere for their labors.

The BOARD ROOM and OFFICE FURNITURE

in the New Collegiate and Vocational Institute

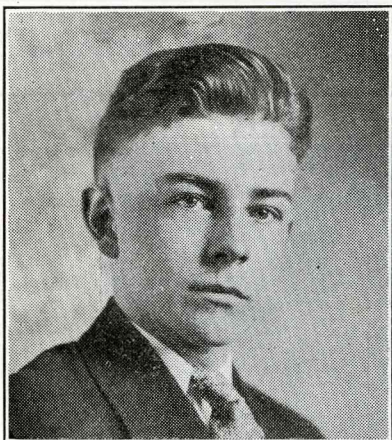
was supplied by

Mitchell & McGill

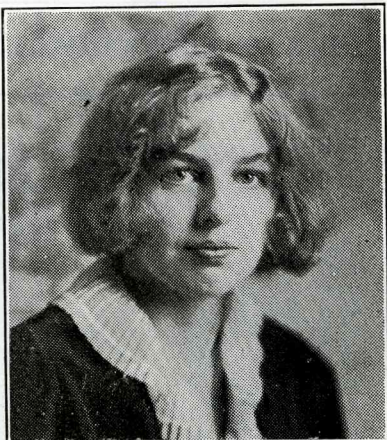
69 ADELAIDE STREET WEST

TORONTO

Scholarship Winners in Collegiate Dept. of O. C. V. I.



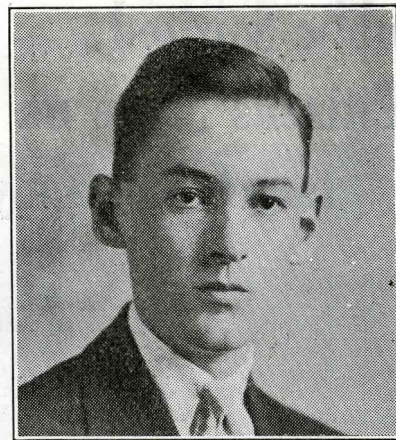
ARNOLD JOBB
Charles Robson Scholarship, Third Year Academic Course.



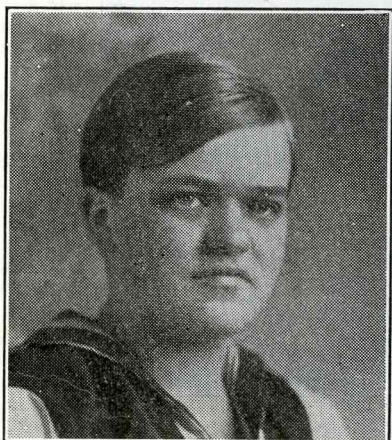
FERNE LEDGETT
Mrs. F. W. Cowan Scholarship of \$75.00 for Science Option.



DOROTHY CROTHERS
Mrs. F. W. Cowan Scholarship for \$75.00 for Modern Option.



KENNETH KELLY
Charles Robson Scholarship, Second Year Academic Course.



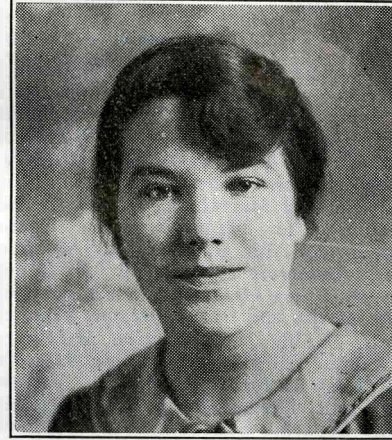
NONA ARMSTRONG
The Misses Edmundson Prize for Outstanding Girl in School



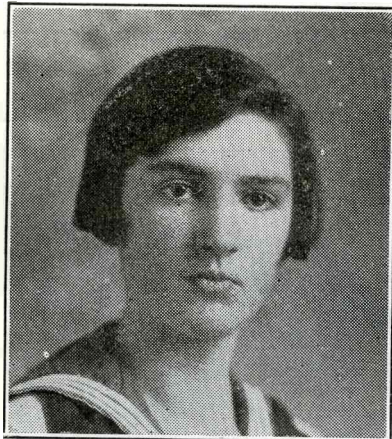
LILLIAN PIRIE
Ross McKinnon Scholarship in French, Fifth Form



MABEL CANNING
E. W. Drew Scholarship, First Year Commercial.



ROSALIE SMITH
R. S. McLaughlin Scholarship, Second Year Commercial



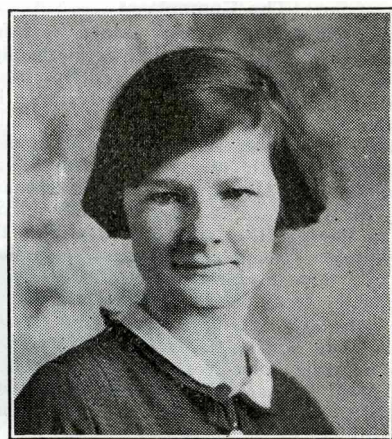
MARGARET CAMERON
G. W. McLaughlin Scholarship, First Year Academic Course



CYRIL SMITH
R. S. McLaughlin Scholarship, Third Year Commercial.



ERNIE MARKS
Murray Johnston Cane for Outstanding Boy in School



SHIRLEY FOWKE
Charles Robson Scholarship, Third Year Academic Course.



SOPHIE EDWARDS
G. W. McLaughlin Scholarship, First Year Academic Course.

Clever Collegiate Students Will Be Presented With Scholarships at the Commencement Tomorrow Afternoon

It is a particularly happy circumstance which makes it possible to hold the commencement exercises of the Oshawa Collegiate and Vocational Institute this year in conjunction with the formal opening of the completed institution. This will make it possible for a large number of the distinguished visitors who will be present for the opening to remain over for what is the crowning glory in the collegiate life of many of the students, the receiving of the rewards of energy and application to the studies which have been undertaken during the years of secondary education.

Not the least important of the features of the commencement program tomorrow afternoon, at two o'clock in the auditorium of the school will be the presentation of the scholarships won by the clever and diligent students of the collegiate department. These awards, many in number, have been earned only as the result of hard work and study. On this page are shown sixteen of the scholarship and prize winners, boys and girls who, in competition with their fellow-students, have won distinction, have been heralded as the outstanding students in the subjects and work for which these awards are made.

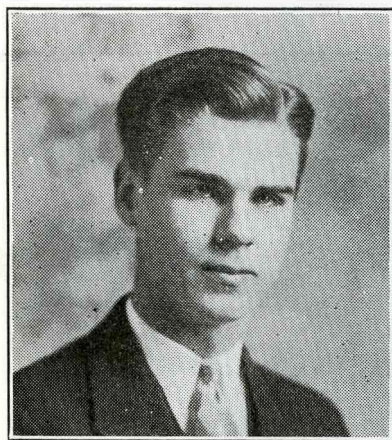
It is no small matter to be singled out for distinction of this kind. These awards represent hard work and study. They mark the winners as worthy students of the Oshawa Collegiate and Vocational Institute students who will go on to other fields of activity with the knowledge that in their secondary education days they did their best, and it was good enough to place them in the honored class of scholarship and prize winners.

To these students, and to all the others who will be honored by awards at the commencement exercises on Thursday afternoon, The Times extends the most sincere congratulations. This souvenir edition would not have been complete without their photographs, and this page is dedicated to them in the hope that the success which they have achieved in their collegiate days in Oshawa will be a stimulus to urge them on to even greater endeavor in the path of life which they choose to follow.

As intimated, the commencement exercises will start at two o'clock tomorrow afternoon, and will be open to the citizens of Oshawa. Following the formal presentations, the whole Collegiate and Vocational Institute will be thrown open to the public for inspection, and tea will be served to the visitors in the cafeteria of the school.



EVELYN HILL
R. S. McLaughlin Scholarship, Special Commercial Course.



CROMWELL YOUNG
Charles Robson Scholarship, Second Year Academic Course.



EUNICE ROBINSON
Ross McKinnon Scholarship in French, Fourth Form.

Opening Will be Marked by Three Days of Ceremonies

Formal Opening Of Institution This Afternoon

THIS afternoon a distinguished gathering of visitors and guests has assembled in the city of Oshawa, has assembled here for a purpose. This afternoon marks a glorious day for educational institutions in this progressive and modern city, now proclaimed as even more modern and progressive because of the fact that today sees the formal opening of what is a complete institution, the Oshawa Collegiate and Vocational Institute. It is a wonderful occasion, for it marks the climax, the culmination of generations of effort. It marks the beginning of a new epoch in the history of secondary education in the city of Oshawa, a new era of providing added opportunities for the boys and girls of this fair community to fit themselves adequately for the battle of life which lies ahead, whether that battle may be waged in the halls of higher educational institutions leading to the professions, or in the ranks of business, industry and commerce.

Generations of Effort

Generations of effort have gone into the making of the Oshawa Vocational and Collegiate Institute. Started three quarters of a century ago as a high school, in a small building on Centre Street, Oshawa's secondary school system has kept pace with the growth of the community. In due time, it rose from the status of a high school to that of a collegiate institute. Now, with the addition of the splendid new wings housing the technical departments, it becomes that most modern of all secondary education institutions, that composite school, the Oshawa Collegiate and Vocational Institute. The ultimate has been reached. No city in Ontario anywhere near the size of Oshawa can boast of a more modern, more complete or better-equipped institution than is today being opened for the uses of the young people of the community. The new school is the completed work, modernized and brought up to date, and standing as a monument to the faith and vision of those citizens of Oshawa who believed it to be absolutely essential for the continued progress of their city.

It is small wonder that the opening of such an institution is being made a great occasion. It is being marked by three days of ceremonies and functions, all included in the one opening program, and with the purpose, not only of giving the new school a dedication worthy of the high purpose for which it has been built, but also of giving the people of Oshawa the opportunity of inspecting the institution, and making themselves familiar with the accommodation and equipment which has been provided for the education of their sons and daughters.

Opening Program

This afternoon, with a golden key which will be presented to him by the Rev. Father P. J. Bench, chairman of the building committee which saw the dream of years come into realization as the result of its labors, Sir Joseph Flavelle, Bart., LL.D., one of Canada's most distinguished citizens, will formally open the wide front doors of the school, and declare the institution opened. For this occasion, a fitting program, in which the students of the school have a part, has been arranged. It is as follows:

"O, Canada"—Students of the O.C.V.I.
Hoisting of the Flag by Mayor T. B. Mitchell.

Presentation of Golden Key to Sir Joseph Flavelle by the Rev. Father P. J. Bench.

Chairman's address, by Alex. W. Bell, chairman of the Board of Education.

Invocation by Rev. B. T. Cosgrave, provost of Trinity College.

Formal Opening Address, by Sir Joseph Flavelle.

Introduction of Mr. George Brigden, by A. F. Annis.

Address on "Present Day Education" by Mr. George Brigden, Toronto.

Prayer of Dedication, by Rev. J. E. Burke, C. S. P.

God Save the King.

Following the official program, the building will be thrown open for inspection to all who are present, and tea will be served in the cafeteria. From 7.30 to 9.30 in the evening, the building will again be open to the public, who will have the opportunity of seeing the evening classes in session.

Commencement on Thursday

On Thursday afternoon, starting at 2.30, the annual commencement exercises of the Oshawa Collegiate and Vocational Institute will be held. The feature of this function will be the presentation of the following scholarships and prizes: Mrs. F. W. Cowan Scholarships, The Tamblin Prize, The Squair Prize, Mr. E. W.

OFFICIATING AT OPENING CEREMONY



SIR JOSEPH FLAVELLE, BART., LL.D.

Who is this afternoon formally opening the Oshawa Collegiate and Vocational Institute in the first of a series of ceremonies and functions lasting three days.

CHAIRMAN AT OPENING CEREMONY



ALEX. W. BELL

Chairman of the Board of Education, who is this afternoon presiding over the formal opening ceremony for the Oshawa Collegiate and Vocational Institute.

Drew Scholarship, Mr. M. E. Hartley Scholarship, Prizes, Mr. R. S. McLaughlin Scholarships, Mr. G. W. McLaughlin Scholarships, Mr. Charles Robson Scholarships, Mrs. W. F. McAdie Scholarships, Miss F. E. Hislop Prizes, Mrs. A. E. O'Neill Prizes, Mr. Ross Mackinnon Scholarship, Mr. Murray Johnston Prize, The Misses Mildred and Gladys Edmondson Prize.

At four o'clock the building will be open for public inspection and tea will be served to visitors in the cafeteria.

In the evening, the closing exercises of the evening classes will be held, followed by a dance for the students of these classes and their friends.

Friday's Program

On Friday, from nine to eleven in the forenoon, the institution will be visited by the senior pupils of the elementary schools of the city, and, after viewing the classes in operation, they will assemble in the auditorium and will be given

a brief address on the value of secondary education. From two to four o'clock in the afternoon the whole school will be open to the public, and an opportunity will be given for seeing the day classes in session.

The ceremonies will be closed on Friday evening with the annual frolic of the Oshawa Collegiate and Vocational Institute, an event for which the students have long been preparing, and to which the entire student body is looking forward with keen anticipation.

Citizens Invited

This, then, is the program which has been prepared for the opening of the Oshawa Collegiate and Vocational Institute. It is a program for all the citizens of Oshawa, who are cordially invited to take part in it to the fullest extent, so that they can claim to have had a share in a glorious occasion, an occasion which will long be remembered in the city of Oshawa.

Thanks To Those Who Assisted In Souvenir Edition

THE production of a souvenir edition such as this is no small task when undertaken in conjunction with the publication of a daily newspaper. Had it not been for the able co-operation of a large number of citizens, it would not have been possible, and The Times wishes to take the opportunity of extending sincere thanks to all who so willingly gave their assistance. Thanks must especially be extended to Principal O'Neill and the members of his staff. Principal O'Neill was a loyal helper in the arrangement of the material, and the various staff members whose names appear at the top of many of the articles in this edition made possible the complete review of the resources and possibilities of the Collegiate and Vocational Institute which appear in it. The thanks of The Times also go to the executive of the student council, which organized the students for the taking of the many interesting group pictures which illustrate a number of the pages of this edition.

The members of the board of education also gave splendid support, and special mention should be made of the co-operation of Alex. W. Bell, the chairman of the board. Allin F. Annis, chairman of the advisory vocational committee, and Rev. Father Bench, chairman of the building committee. C. H. R. Fuller, business administrator of the board, also gave material help in the assembling of important information and material.

Others too numerous to mention also had a part in the production of this souvenir edition, and to all of these The Times expresses its warm appreciation of the work done in the effort to make the edition worthy of the great occasion to which it is dedicated.

SCHOOL DAY ALLUREMENTS

September's the month our pleasure begins

And the year-old cycle moves once again
Confidence reigns and vows fill the air
To delve into each sport with meticulous care.

October steals in to put foliage to rout
But who gives a care for the trackmen
are out?

They burn the old track with races galore
And add more bright silver to O.C.I.'s store.

November means nothing in circles of study
For the pigskin's prevalent as O. C. I.'s buddy
The games are but few and far far apart
But, Oh how it makes your whole body smart.

December is welcomed with pleasure and snow
For it means ten days' absence from study and woe,
The only "wet blanket" on complete happiness
Is a series of tough tests as teachers confess.

January gives hockey with excitement in store
As combatants slash on while covered with gore
The season is short and the victories few
And they get big round bumps on their doo-waka-doo.

February and March are the months of delight
For basketball arrives with its trophies in sight
There are plenty of games and the rivalry's keen
But the trophies all rest with the red, gold and green.

April and May bring the "deadest" of days
And baseballs are brought to the O.C.I.'s gaze
But there's rain and there's mud and
sleet and some snow
And back to the lockers the old baseballs go.

June and exams are two birds-of-a-feather
And the questions are "tougher" than old English leather
There's last-minute cribbing and expressions of doubt
Which prevail through the summer 'till results all come out.

Then next year if they come back having passed in them all
The teachers will greet them and beam like old "sol"
But should they have flunked in three, four or five
Save them, O Lord, from that human bee-hive!

—By Scott Hubbell—1928

Timely Advice on Training for the Final Examinations

Principal O'Neill Offers Valuable Suggestions on Preparing for the Grind

TRAINING SUGGESTIONS FOR THE SCHOLASTIC ATHLETE

1. Draft a general systematic scheme of study and review so that each subject gets the time it requires.
2. Make out a time-table for home study so that each subject is studied regularly.
3. Better still, make out a time-table for the whole day's activities so that the best use is made of the time at your disposal.
4. Keep regular hours.
5. Get plenty of sleep, and get it at the right end of the night.
6. Take enough exercise to keep fit.
7. Avoid all exciting and exhausting recreation.
8. Eat wholesome food.
9. Find a quiet place of your own for study, so that your mind will be able to apply itself without distraction.
10. Abstain from all outside activities which take time from school work.
11. Keep a record of the time spent on each subject and the amount of work done.
12. Don't worry—work.

**Examinations Begin In June
The Interim Is Yours
DON'T WORRY—WORK**

By Principal A. E. O'Neill
Oshawa Collegiate and Vocational
Institute

IF students would only realize that success in examinations requires as rigorous training as success in athletic contests, there would be fewer failures in the annual examinations.

During the next few weeks students will be passing through the most critical period of the school year. It is the last lap, the great grind, the final spurt that will decide in many cases whether they are going to measure up to the standard set for promotion.

No matter how poor the present standing, there is still hope for the student with a whole-hearted desire for success, the will-power to follow a systematic course of study, and the health to carry on to the end.

The athlete going into a contest trains for the event. During that period of training everything is done with a view to assuring success. He trains, practices, conditions himself. He has training rules, and he will not depart from those training rules for love or money.

A student preparing for examinations should do as the athlete. He should draw up certain training rules, and he should adhere to those rules rigidly.

The following suggestions afford a valuable guide to the student who wants to make the most of his or her school year. If acted upon they will turn many a failure into a brilliant success, and will improve the standing of even the best.

1. DRAFT A GENERAL SYSTEMATIC SCHEME OF STUDY AND REVIEW SO THAT EACH SUBJECT GETS THE TIME IT REQUIRES.

You should first take stock as it were. You should find out exactly how you stand with respect to the year's work. Determine where you are weak and where you are strong.

In this check-up the teachers should be consulted. They will likely be very frank with you, and their experience will enable them to offer suggestions that will apply to your particular case. With this information, you are in a position to plan your scheme of study and review to the best advantage.

2. MAKE OUT A TIME-TABLE FOR HOME STUDY SO THAT EACH SUBJECT IS STUDIED REGULARLY.

In doing this do not be too lenient with yourself. Make the time-table strenuous. Remember every bit of EXTRA TIME put on your work in the next few weeks will increase your confidence, your peace of mind, and your ability to grapple with the more difficult phases of your work.

Do not make this common error. Do not take time from subjects in which you consider yourself strong and safe in order to give more time to the weak subjects. Continue devoting the usual time to your "good" subjects, but put extra time on the "poor" ones. In other words use the increase in the study hours for improving in your weak subjects.

3. BETTER STILL, MAKE OUT A TIME-TABLE FOR THE WHOLE DAY'S ACTIVITIES SO THAT THE BEST USE IS MADE OF THE TIME AT YOUR DISPOSAL.

This is really an alternative to the previous suggestion, and is the more satisfactory plan. It takes care of the whole twenty-four hours, and will provide time for the essentials—sleep, work, exercise and recreation.

By this method you will get the limit out of every day; and every day from now on counts. It is quite easy to draw up such a scheme, and once it is prepared you will take pride and satisfaction in following it.

4. KEEP REGULAR HOURS.

If you make out a time-table for the whole day as suggested above, you will of necessity keep this rule. Under any circumstances, it is the surest way of doing a full day's work with the least worry and strain. Unless you are methodical there is grave danger of too much being left to the end of the day. That means very likely something neglected.

5. GET PLENTY OF SLEEP AND GET IT AT THE RIGHT END OF THE NIGHT.

Sleep is "Nature's great restorer." It is better than any tonic. You should get eight hours of it out of the twenty-four. Try to get it during the hours of darkness, as you sleep better then. Besides, in the summer it is then cooler and you will feel more refreshed. It shouldn't be necessary to mention that you can't have too much fresh air in the sleeping room.

6. TAKE ENOUGH EXERCISE TO KEEP FIT.

Remember your health is an important consideration. Keep in the best condition physically, and the mind will function at its best. Exercise and recreation is an essential part of your daily programme, but don't overdo it.

Walking is one of the best forms of light exercise. Walk vigorously. In warm weather you will likely perspire enough without any more strenuous work-out.

7. AVOID ALL EXCITING AND EXHAUSTING RECREATION.

This point is closely related with the previous one. In this age when we tend to confuse amusement with excitement it is necessary to stress this point with the young. Study uses up a great deal of nervous energy. So does excitement. So does strenuous exercise. Unless recreation leads the student to return to his studies refreshed it should be avoided.

8. EAT WHOLESOME FOOD.

It is difficult to suggest a diet; for what would suit one would not suit another. Generally speaking, however, the student should avoid all heavy foods such as would be suitable for the outdoor labourer.

Bread, eggs, milk, oranges, honey are some of the foods that will be found particularly good for students. Be careful of what you eat, how you eat, when you eat, and how much you eat. There is a close connection between stomach and brain.

9. FIND A QUIET PLACE OF YOUR OWN FOR STUDY SO THAT THE MIND WILL BE ABLE TO APPLY ITSELF WITHOUT DISTRACTION.

Effective study means concentration. You want to make every minute count. Do not, therefore, attempt to study where people are about you talking. Do not attempt to study where you can see and hear things that will distract you. Get in a quiet, well-ventilated room by yourself, sit up over your work in a business-like attitude, and go at it. You will be amazed at the result.

10. ABSTAIN FROM ALL OUTSIDE ACTIVITIES WHICH TAKE TIME FROM SCHOOL WORK.

Your job is getting an education, and getting the certificate that shows you have that education. You cannot afford to be doing extra work at the present time unless it is absolutely necessary. Let somebody else carry the burden of work in the organization and societies to which you belong.

The next few weeks are precious. Make every minute count in assuring success in your big job.

11. KEEP A RECORD OF THE TIME SPENT ON EACH SUBJECT AND THE AMOUNT OF WORK DONE.

This suggestion is derived from the practice of the great English novelist, Anthony Trollope, one of the most methodical workers. His own words on the matter are worthy of quotation both on account of the suggestions offered therein and the inspiration they contain. He says:

"When I have commenced a new book, I have always prepared a diary, divided into weeks, and carried it on for the period which I have allowed myself for the completion of the work. In this I have entered, day by day, the number



ALBERT E. O'NEILL, B.A.

Principal, Collegiate and Vocational Institute

of pages I have written, so that if at any time I have slipped into idleness for a day or two, the record of that idleness has been there, staring me in the face, and demanding of me increased labour, so that the deficiency might be supplied. There has ever been the record before me, and a week passed with an insufficient number of pages has been a blister to my eye, and a month so disgraced would have been a sorrow to my heart."

Apply Trollope's method to your own case. Be as sensitive to insufficiency as he was and your improvement in the next few weeks will encourage you to further effort.

12. DON'T WORRY—WORK.

Many students get their nerves in a terrible condition about examination time, so that they "go up in the air" over the paper. They think it is from over-work. It isn't. It is from over-worry. They have let their work pile up. They have let it get muddled. They have frantic-

ally plunged about from one subject to another and from one part of a subject to another. Alarmed at what they don't know, in a last desperate effort they try to spot what is likely to be on the question paper. They are unfortunate in their spotting, and then—

All this can be avoided by a thorough, systematic review begun now and carried through in good time, so that at least one more rapid review can be made before the examination. If this is done in ninety-nine cases out of a hundred there is no need for worry.

Hence your motto should be: DON'T WORRY—WORK. Work methodically, work earnestly, work to the very limit of your capacity.

The examinations begin on June 21st. There may be much to be done. You may be discouraged. You may be nervous. But remember this: you are never beaten till you give up. Until June 21st the interim is yours. Go at it.

Genius is nine-tenths hard work.

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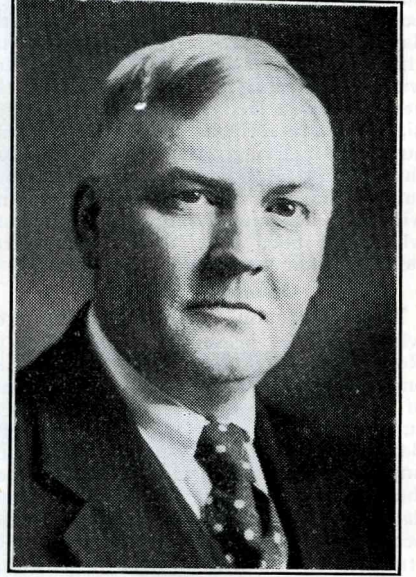
Along with Oshawa Collegiate and Vocational Institute, for which our products were selected after careful consideration following is a list of buildings recently completed:

Provincial Paper Ltd., Abitibi Power and Paper Building, Trust & Guarantee, Concourse Building, Pathological Building, Medical Arts Building, all of Toronto; Mutual Life, Waterloo; Y. M. C. A., St. Catharines; Technical School, Port Arthur; St. John's School, Hamilton; St. Peter's Seminary, London and many others.

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Oshawa Girls Will Take Courses In Home-Making Arts

Girl Students Are Given Choice Of Wide Variety Of Subjects In New Vocational Departments

By Miss V. I. LIDKEA

Head of Household Science Department,
Oshawa Collegiate and Vocational
Institute

WHEN a girl enters the Collegiate and Vocational Institute, she may choose one of courses—the commercial course fitting her for a stenographic position; or the academic course leading to university; or the technical course. The technical school offers a training for girls which will educate them and fit them for a remunerative position directly on leaving school. It is interesting to know that there are girls engaged in gainful occupation in this city, in other than stenographical positions. These girls are engaged in food preparation and serving, clothing work, nursing, and as salesladies. For too many years there has been no training school for such positions. The technical school is prepared to meet that local need. Not only does it prepare a girl for a remunerative position, but as well for her life work of matrimony. Today, statistics show that there are as many married as single women engaged in gainful occupation. A technical training gives her something upon which she can depend for the few years preceding matrimony, and in her later years as well. The technical school offers a training which was formerly gained in trade, often as an apprentice without pay. But it must be clearly understood that a technical school is not a trade school, where trade experts are turned out, and are not to be accepted in trade as such.

Academic Subjects

The girls enter the course with entrance standing. Fifty per cent of their time-table is allotted to academic subjects, the other fifty per cent to technical work. The academic subjects are English, History, Physiography, Arithmetic, Spelling—subjects that are correlated with technical work. The examinations written in June in these subjects are the same as those written by students in the academic section of the school. The arithmetic however is applied arithmetic including problems and also rapid calculation. Along with this the girls are taught Bookkeeping and Typing. Very often a girl as dietitian or manager of a food shop is asked to plan and type the menus, do the buying and keep the books. For all of this, the technical school trains her.

Technical Subjects

The technical subjects are Sewing, a study of textiles, Cooking, Home Nursing, Laundry, Home Management. The course in Home Management is outlined to teach the care of house furnishings and utensils. At present there is a definite educational trend towards raising the standards of daily living—impressing the necessity of absolute cleanliness—not only personal, but in surroundings.

Many of our girls are planning to be nurses. The Technical Schools of Ontario are being recognized as the right and proper places to train students who expect to follow the nursing profession. Since they are obliged to take two years in High School previous to entering a hospital, it is quite evident that the dietetics, food work, Home Nursing and Sewing are most useful to them.

A Great Opportunity

The girls in this institute have an opportunity that is offered to very few in the province. Each girl takes her turn for a week or two in the school cafeteria preparing food in large quantities. It might be her duty to prepare soup for twenty-five people or macaroni and cheese for fifteen. The time will come when one of our own technical graduates will assume responsibility. This is the best training a girl could possibly have for a dietetic position. She might become manager of a food shop, a waitress, or a tea-room hostess, or a dining-room supervisor. Girls with initiative start tea-rooms, especially in the summer and make tremendous sums of money out of the tourist trade. This shows that it is possible for a girl to convert her technical training into actual dollars and cents directly on leaving school. She thus increases the family income and becomes an independent person.

Domestic Art

As well as Domestic Science for girls the technical school gives a course in Domestic Art which includes Millinery and Dressmaking.

During the first and usually the second year the girls are obliged to take a general course which includes both Domestic Science and art. This enables them to find out just which phase of the work they are best suited to.

When the girls have decided the course for which they have special aptitude and also special reference they are allowed to specialize. For example their entire time might be devoted to Dressmaking, Millinery or Foods the following year.

The course in Dressmaking covers quite a wide field since it embraces the following: textile study; pattern making, designing; drafting of patterns; use of commercial patterns, fitting and actual construction of garments. The course in Millinery as yet is not so well developed on account of the fact that hats are largely factory made. However with the decided change in styles recently we expect to begin a course in Millinery just as soon as the style trend justifies same.

Meets Needs of Industry

It is the aim of the technical school to meet the needs of Industry. Therefore the teachers keep in touch with employers to ascertain just what training our students should have to fit them for positions in their own locality. For instance the merchants cooperation is enlisted to give us a clear outline of the duties required of employees on entering their stores. Since so many of the girls from our school get positions as sales clerks we intend starting special training classes in salesmanship.

On investigation we have learned that employers in the city of Oshawa up to the present time have been obliged to accept untrained help but that they are only too anxious to give trained students the preference. This seems to be a step in the right direction.

Should a girl decide to become a nurse, designer, pattern maker, interior decorator, etc., more intensive study along these respective lines is required after leaving technical school.

Class For Adults

Since the Easter vacation we started a class of adults in Dressmaking in the afternoon. It was interesting to learn that there is a demand for training of adults even in the daytime. Any classes offered meet with a hearty response from the public showing that there is a need for training even after school age. It is also an interesting fact that there are as many women entering industrial pursuits after the age of forty as before twenty. This proves that education along these lines is not only for two or three years subsequent to marriage but also after marriage. Women have almost as serious a problem of choosing their life work as men. The technical school aims to assist them in making their choice and also gives them training in that particular line.

THE DANCE OF THE LEAVES

Autumn's wind doth fiercely blow
Through the tree-tops high,
Scattering gay leaves to and fro,
Warning "Winter's nigh."

The leaves are here to revel now,
Dressed in many a hue;
Gowned in scarlet, crimson, gold,
In emerald, just a few.

They, with joy, dance through the air
Flutter in the grass;
Separate with utmost care;
Gather in a mass.

Autumn's dance is over now;
Leaves have ceased to play.
Winter spreads her blanket white
Now she's here to stay.

—Annie Anderson, 2B.

THE DANCE OF THE LEAVES

From the west, the west wind roared,
Roared o'er mountain, hill, and plain;
Caught the leaves up in a whirl,
Leaves of Nature's handiwork,
From the tree tops to the ground
Ground of whirling dancing leaves,
Leaves piled up in heaps of gold
Gold of Autumn's plenteous dower,
Dower of beauty lost too soon,
Lost 'neath Winter's blanket white.

—Ruth Morrison, 2B.

When a student enters the Oshawa Collegiate and Vocational Institute it is assumed that he is coming because he wants an education. A student who is not serious is doing an injustice to himself, his parents, his teachers and his fellows. Students, therefore, are expected to conduct themselves in such a manner that the school and they will mutually profit by their attendance.

Cafeteria Useful and Educational



THE STUDENTS' CAFETERIA

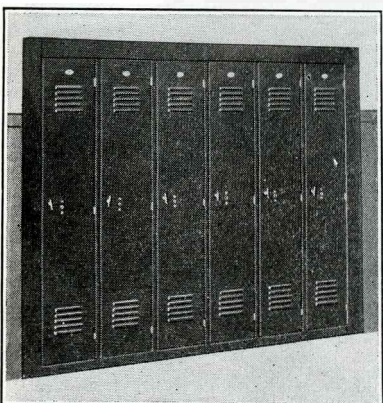
ONE of the innovations provided in the new wing of the Oshawa Collegiate and Vocational Institute, and one of the show places of the school, is the cafeteria, provided so that students who live at a distance, and are unable to go home for their meals, may secure a hot lunch, at a very small cost, within the walls of the institution. With seating capacity for 160 students, at small tables each accommodating four persons, the cafeteria typifies everything that is most up-to-date in modern restaurant practice. The room is large, airy, and well-lighted, and the boys and girls have separate sections, divided by a long railing. In the kitchen, which is, of course, the most important part, only the most modern equipment finds a place, and the cook who presides over it has conveniences which make it a pleasure to prepare meals for even so large a family.

The meals are all prepared by an ex-

perienced cook, who works under the direction of Miss Lidkea, the domestic science specialist of the school. Miss Lidkea prepares the menus which are served from day to day, so that the students can be sure of having simple but wholesome and inexpensive food.

When the cafeteria is operating properly, a purchasing committee, composed of teachers and students will be appointed to supervise the buying, thus affording the girls a splendid training in home economics. An accounting committee, also to be composed of students and teachers, will also be appointed, with the object of training the students in keeping business accounts. Thus Mr. O'Neill's idea of making the cafeteria educational as well as having it serve a highly practical purpose is to be put into effect, so that even in their provisions for meals, the students will be learning things of a very practical nature.

STEEL LOCKERS



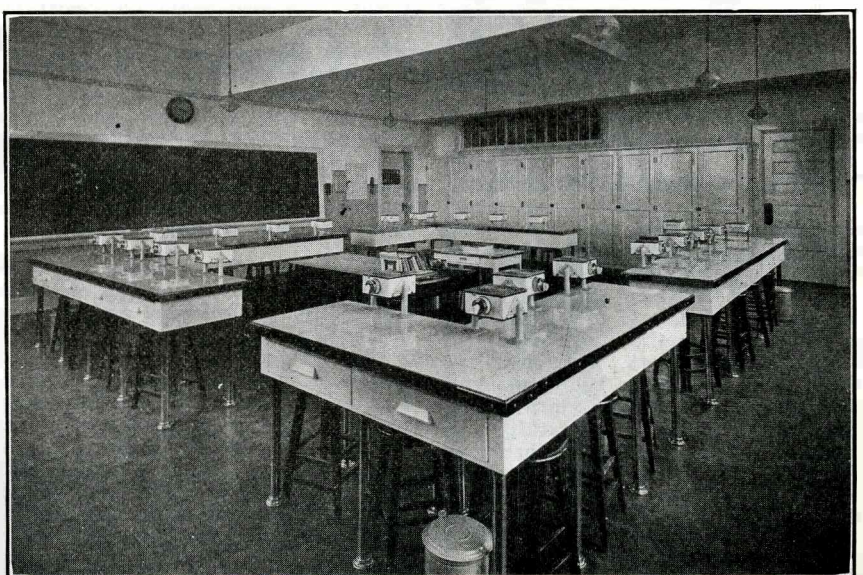
All metal lockers
in new additions
of this school
built and installed
by us.

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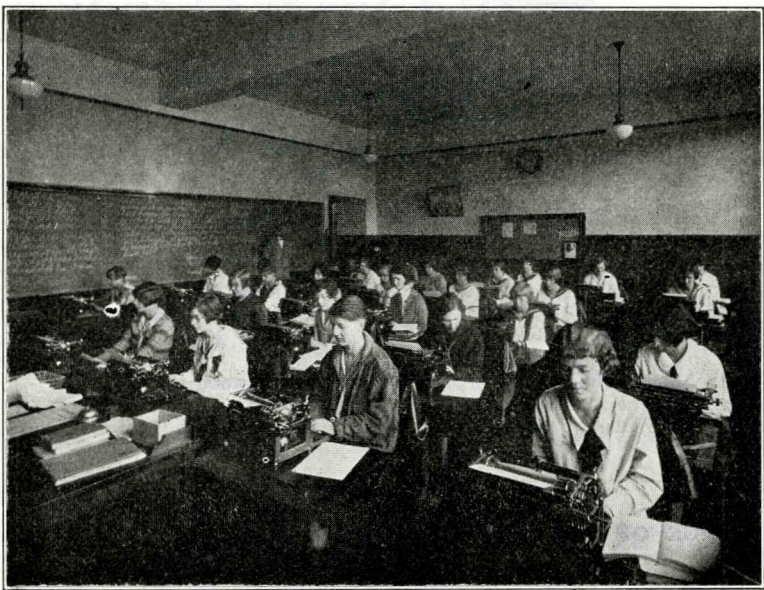
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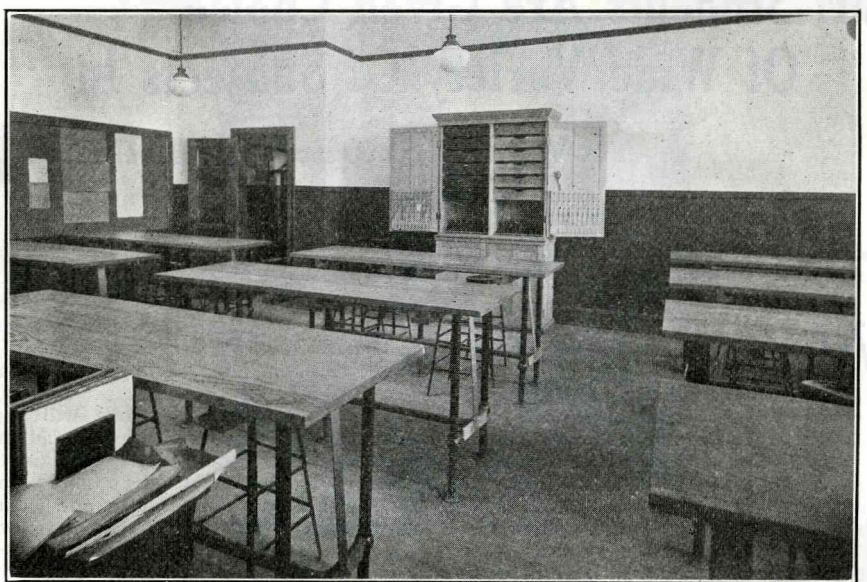


THE COOKING CLASSROOM

Some of the Special Vocational Department Classrooms



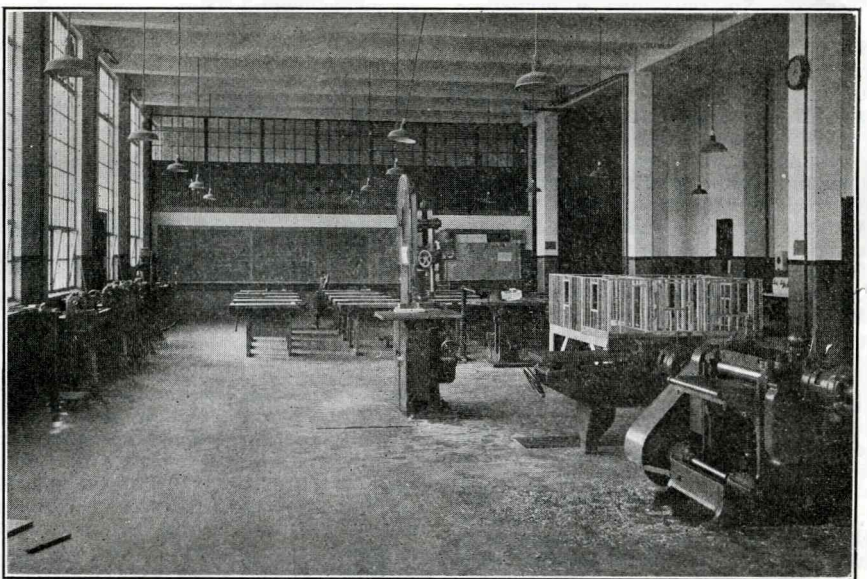
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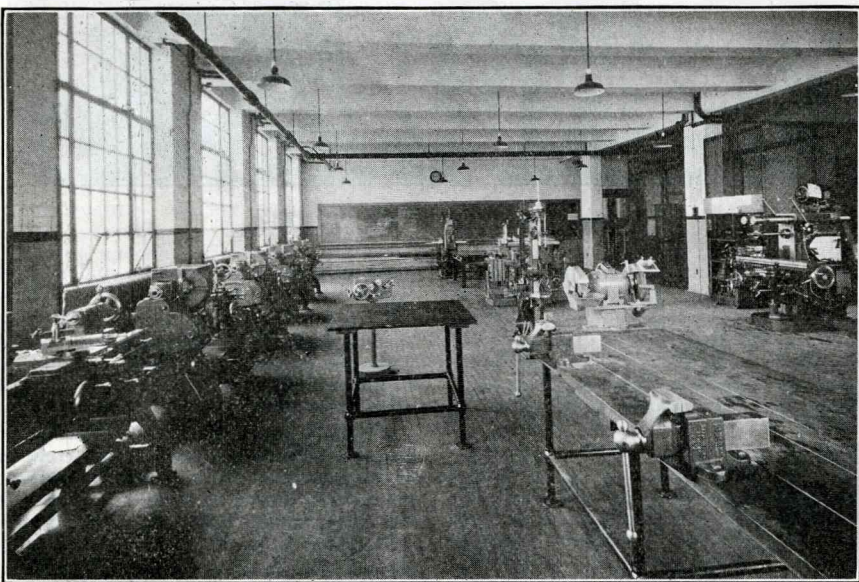
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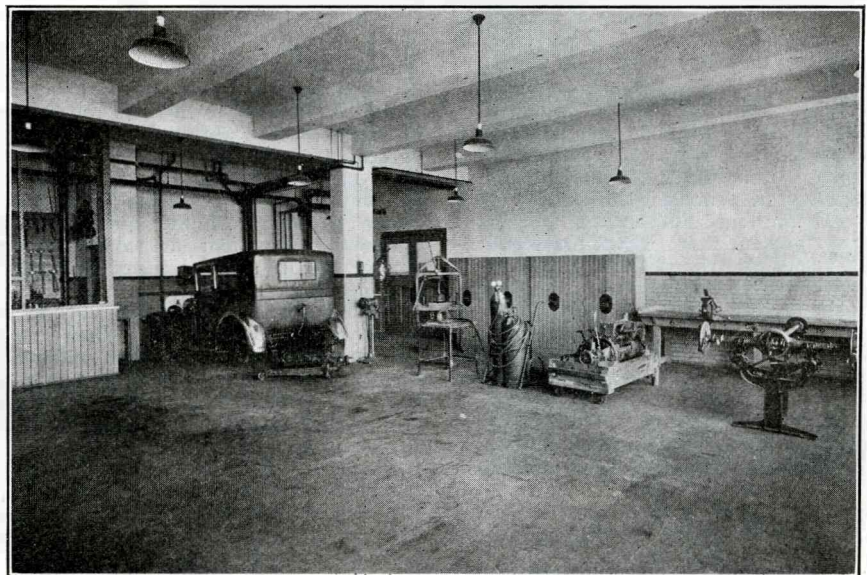
SEWING



WOOD WORKING



MACHINE SHOP



MOTOR MECHANICS

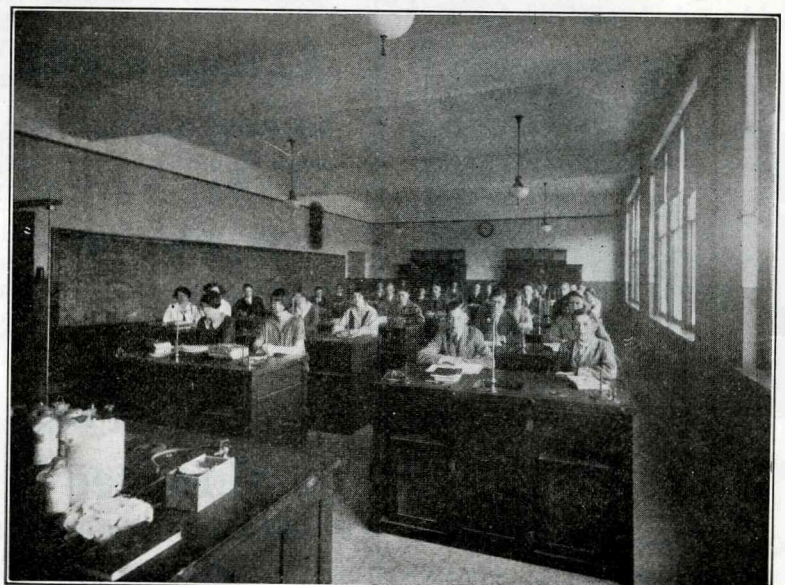
Vocational Classrooms Are Splendidly Equipped For The Specialized Courses Taught

ON this page are to be seen views of some of the classrooms that have been provided for the various technical courses of instruction being given in the Oshawa Collegiate and Vocational Institute. These pictures show better than words can tell the up-to-date type of equipment with which all these classrooms are provided, and the ideal conditions under which the students of the institution do their work. Particular attention should be paid to the equipment of the machine shop, which is fitted with machinery of Canadian manufacture, and of the very latest design. There are now four chemical laboratories in the school of the type which is pictured on this page, so that there is ample accommodation for the science courses.

All of the rooms, it will be observed, are well lit and airy, with an abundance of space provided in the rooms for motor

mechanics, wood working and machine work, so that the boys who are taking courses in these subjects secure their instruction under conditions which are calculated to give the best results.

Elsewhere in this souvenir edition will be found articles by members of the staff of the Oshawa Collegiate and Vocational Institute, giving details of the equipment of these rooms and the nature of the courses of instruction which are given in them. This section of the school is given over to the many vocational courses which are now available to Oshawa boys and girls as a result of the opening of the new and completed institution. In addition to the practical work, however, academic training is also included in the vocational courses, so that the students have an all round education provided for them by the composite school of which Oshawa has every reason to be proud.



A CHEMISTRY LABORATORY

Orchestra and Glee Club New Feature of School Life

Musical Talent Is Given Chance For Development

By LEONARD RICHER, L.R.A.M.
Director of Music in the Schools of Oshawa

THE Orchestra and Glee Club of the Oshawa Collegiate and Vocational Institute is a comparatively new organization, but in the short time which has elapsed since it came into being, it has revealed possibilities for musical development that can hardly be estimated. The Orchestra and Glee Club, while technically two organizations, in reality is but one in aim and purpose, for it exists to give the students who have musical talent an opportunity to develop that talent, and, at the same time, to provide the Collegiate and Vocational Institute with a musical organization that is available for service whenever its services are required.

The Orchestra and Glee Club was organized in October, 1929, shortly after it was my privilege to find that there was, in the student body, an abundance of both vocal and instrumental talent. The Glee Club numbers about 70 to 75 voices, and possesses real promise. Some exceptionally fine solo voices have been discovered, and given greater reading ability, great things could be accomplished. With systematic voice training and system of reading music now being developed, more intelligent participation and more progressive programs can be attempted.

The Orchestra consists of some twenty players, including violins, cornet, trombone, saxophones, banjo and a complete set of drums and bells. Here again there is wonderful enthusiasm for the work. Earnestness to attempt a better class of music, a fine spirit of co-operation, and an eagerness to do anything for the music of the Collegiate and Vocational Institute have combined to make this a very promising musical body. Too much cannot be said of the able assistance given by H. E. Murphy, the pianist of the orchestra, for his work in that capacity, and in the organizing of both the Glee Club and the Orchestra has been outstanding.

Hilda Rice, as secretary of the Orchestra, and Margaret Harcourt, as secretary of the Glee Club, have also given much valuable assistance, and have made the work which I have been privileged to do as musical director a constant pleasure and inspiration to me.

Too much cannot be said of the wonderful progressive singing of the entire student body every Monday and Thursday morning. To hear 1,000 voices uniting in some patriotic or favorite song is very inspiring, and is much enjoyed by all who are fortunate enough to hear it.

COURSES OF STUDY

THE courses of study provided at the Oshawa Collegiate and Vocational Institute are designed to give the student instruction and training in those subjects which time and experience have shown to be best suited for the living of a complete, useful, successful and satisfactory life. Keeping in mind the three cardinal aims of education they are based on a broad foundation of subjects that are both practical and cultural. In accordance with his desire and ambitions the student may choose the course in which the greatest emphasis is placed.

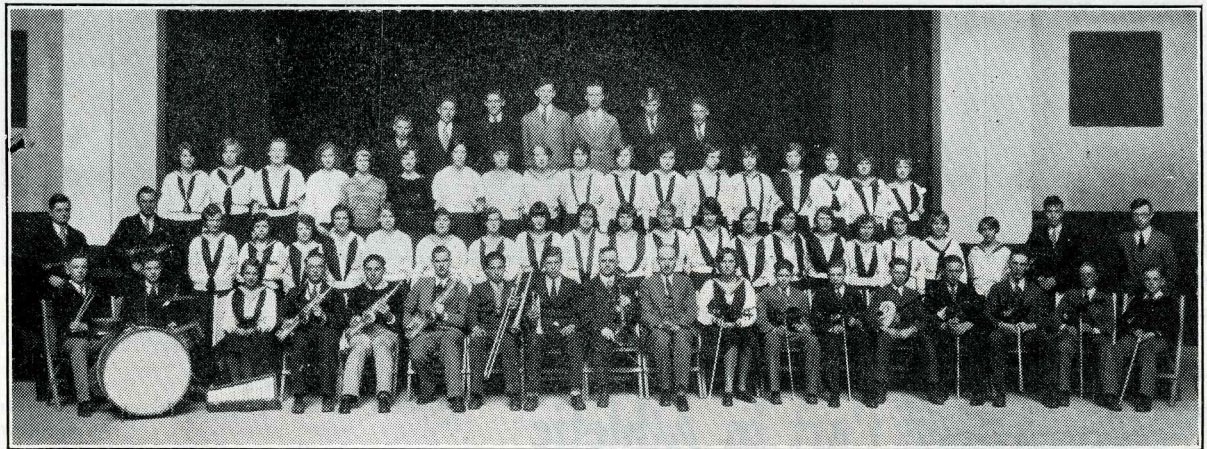
Too much care cannot be taken by student in deciding on the course which they wish to pursue. For their convenience a brief outline of the different courses offered is given below and they are advised most strongly to study it diligently as future success or failure not only in school but in after life may depend upon the choice made now.

With the addition of one more science room for the use of technical students the Oshawa Collegiate and Vocational Institute will have four rooms devoted to scientific laboratory work. These rooms are spacious and are equipped with every facility for acquiring a scientific education. They offer unexcelled opportunities for experimentation and study.

There are two large, well-lighted gymnasiums in the O.C.V.I., one for the girls and one for the boys. Each provides ideal accommodation for physical training, exercise, and games. There is a running track in the boys' gymnasium and shower baths have been provided in connection with both girls' and boys' dressing rooms. The equipment throughout is the best. Adequate provision has been made for spectators attending games.

Perhaps your friends who used to live in Oshawa and are now elsewhere would appreciate your sending them a copy of this souvenir edition.

MUSICAL TRAINING PART OF EDUCATION



O.C.V.I. ORCHESTRA AND GLEE CLUB

Above is a group picture of the O.C.V.I. Orchestra and Glee Club, with a total of about one hundred students, who are being given a thorough training in vocal and instrumental music.

Caretaker Proud Of New Building And Recalls Past

THERE is perhaps no one person in the whole City of Oshawa more proud of the New Collegiate and Vocational Institute than Jack Comrie, for sixteen years caretaker of the school, and as much a part of the collegiate as the collegiate itself. When a Times reporter called to see him recently it was with some difficulty that he was able to get Mr. Comrie to speak at all but when this was done the veteran caretaker proved to have been seen much during those sixteen years he has been in the service of the Board of Education.

Started in 1914

Mr. Comrie who was in a reminiscent mood stated that he first came to the school in 1914 and his first day at work there was memorable for the fact that soldiers were drilling in the grounds preparatory to leaving for France and the war zone. At that time the principal was



JACK COMRIE

Caretaker of the Oshawa Collegiate and Vocational Institute.

Mr. J. H. Dollan and the number of pupils in attendance was 165 compared with the 920 now attending. There were just six classrooms at that time and two science rooms with five teachers as compared with 34 today. Principals under whom he has served since that time include J. Althouse, A. W. Ferguson, J. G. Adams and A. E. O'Neill, the present principal.

First Addition

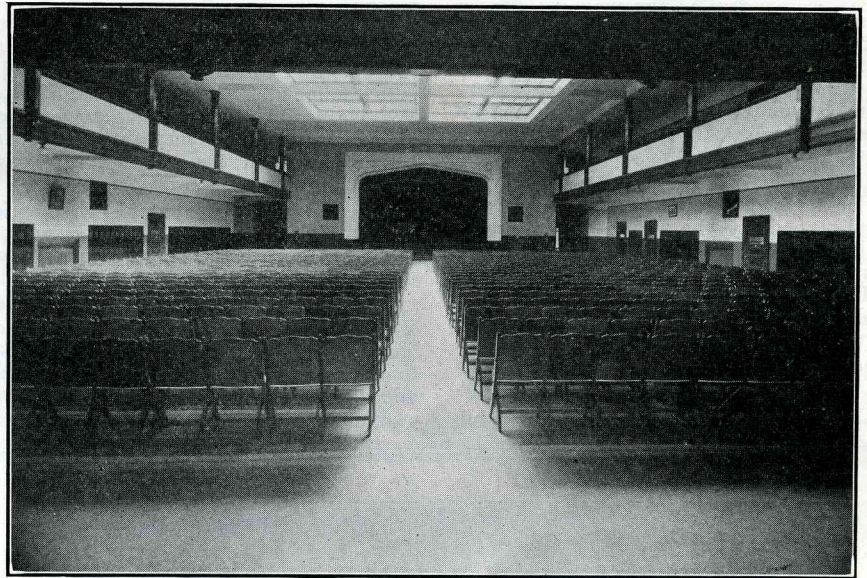
The first addition after his appointment as caretaker was built some three or four years after his appointment and consisted of four portable rooms, two to the north side and two to the south side. These were removed when a further addition was built by the Gay Company seven years ago. When this addition was added one of the classrooms was converted into the first library and the whole of the old building was remodelled.

Proud of New Building

Coming to the present building The Times asked Mr. Comrie what he thought of it as a building. "Well," he answered "as far as buildings go it is as fine as any in this city, but as a school I will say without the least doubt that there is not a finer school in Ontario and there is not a city whose students have as fine a chance to make good as those of the present Oshawa Collegiate and Vocational Institute. They have the finest teachers that it would be possible to secure and they have the most modern school in the province. What more could any student want?" he added.

He has watched with great interest the careers of many of the former students and has seen many who are now prominent

THE PRIDE OF THE O. C. V. T.



THE AUDITORIUM

POSSIBLY the most striking feature of the Oshawa Collegiate and Vocational Institute is the spacious auditorium, the design and finish of which have excited the admiration of all who have visited the school. The auditorium is constructed to seat 1,200 people, and if necessary, 300 more can be accommodated in the galleries which run around it on three sides.

Not only is the auditorium an admirable meeting place for the students, since it can house the whole student body at one time, but it has also served a useful purpose in accommodating the productions of the Student and Staff Players of

the institute. The stage is fully equipped with all devices necessary for the staging of plays, and it has, on more than one occasion, been used for this purpose. Its acoustic properties are excellent, and in every way it fills the requirements of the school for all purposes for which a large auditorium of this kind can be used.

A large section of the ceiling is constructed of glass, so that it has an abundance of daylight during the day, while it is also admirably lit at night.

The staff and students of the school are proud of their auditorium, and its usefulness in the school life is of a far-reaching character.

ent in the life of the City grow from boyhood to manhood and from girlhood to womanhood. Practically every member of prominent families in the city has had schooling there and it is with pride that he now sees them carrying on their part as useful citizens of the community.

Has Different Angle

"The sum and substance of the whole thing" Mr. Comrie added, "is that I see this school from an entirely different angle from any other person. Daily I see the lives and destinies of future citizens molded into shape and with everyone of the 920 students I take a personal interest. I want everyone to be a success and I feel sure that with the wonderful staff of teachers and the modern and beautiful school they will all make good and I look into the future visioning a great many of the greatest men in Canada graduates from Oshawa Collegiate and Vocational Institute."

"You have been here sixteen years," The Times asked, "and we suppose that you are good for a long time yet." "Well I guess so," Jack answered, "I am only a young man yet, I am 48, and I guess this is the job for me. When I came here I was the only caretaker, but now I have two men under me. I would like you to understand," he concluded, "that this job is not one of just a caretaker it is something more. It is a part of my life and a part of myself. Well I guess you had better run along now," he said, by way of farewell, "I have an extra two on my staff today getting ready for the opening."

Excellent provision has been made for teaching Household Economics. Besides a cooking room, finished beautifully in white tile and nickel there are separate rooms for dressmaking, millinery, home-nursing and laundering. In addition, a model kitchen and a model dining-room have been equipped.

The ordinary class rooms are all well-lighted, well-ventilated, well-heated, comfortable and sanitary. They are larger than the general run of class rooms and are equipped with all modern improvements.

Of course there's a new



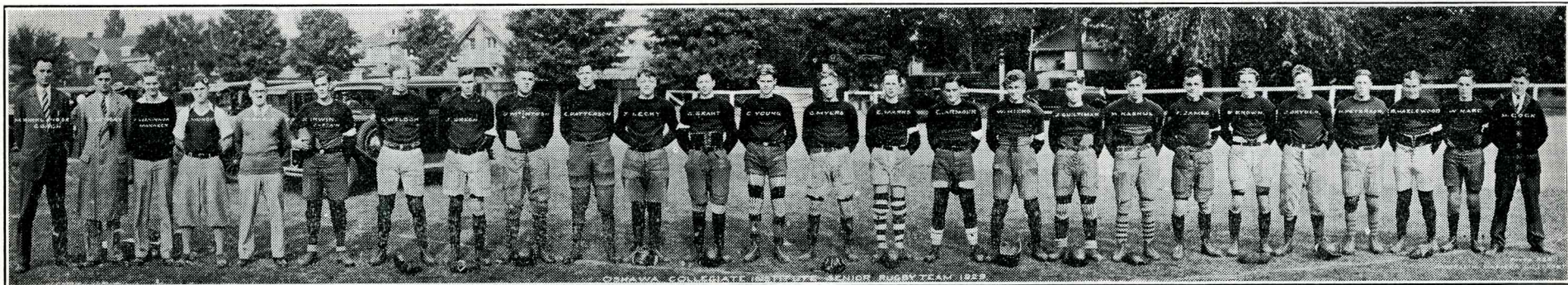
Beatty
BROS. LIMITED

WASHER

In the Domestic Science department of the new Collegiate and Vocational Institute. The girl students—the housewives of tomorrow—will soon appreciate the necessity of this modern washing machine and laundry equipment.

BEATTY WASHER STORE
Phone 2082 72 Simcoe St. N.
OSHAWA

O.C.V.I. Teams Do Well in Inter-Scholastic Competitions



O.C.V.I. SENIOR RUGBY TEAM, 1929

Left to right: M. Kirkland, coach; C. Murray, A. McKinnon, manager; G. Mundy, W. Barley, coach; R. Irwin, captain; Weldon, Green, McIntosh, Grant, Young, Myers, Marks, Armour, Hicks, Gaultinan, Kashuk, James, Brown, Dryden, Peterson, Hazelwood, Hare, Cock.

Students Are Encouraged To Take Active Part In Athletic Activities Of The Institution

(Continued from opposite page)

Junior and Senior teams represented the school in the T.D.G.I.A.A. The Seniors played some brilliant basketball but luck seemed to be against them and they lost out on more than one occasion by a 1 point margin.

The Juniors were more fortunate and their splendid playing brought great credit to the school and to the members of the team. After a successful season they were beaten in the league finals by the fast Mimico team. The spirit throughout all the games was excellent, and every team encountered showed the very best sportsmanship.

We are indeed looking forward to next year's games, and we have hopes!

The boys' senior Basketball team was handicapped by the graduation of most of last season's players. However, many comparatively inexperienced players rallied to the standard and the Senior Team made its presence felt in the T. and D.

The Juniors developed into a fast hard-checking team and they made a serious bid for the Junior title.

The inter-form basketball championship

was won by IV B. Their lightning-like passes and the uncanny accuracy of their shooting will long be remembered by the enthusiastic fans who witnessed the conflict.

Hockey

Lady Luck beamed with special benignity upon the Hockey activities of the season. Our school team won the group championship and the semi-finals of the C.I.H.L. They were finally defeated by the smooth working team of the Belleville Collegiate and Vocational School. We are proud of the team's achievement in view of the fact that this is the first season in which the school has actively participated in Hockey.

A Junior team was entered in the City Industrial League and the performance of this team gives promise of future hockey success.

In the Inter-form Hockey play-offs, V A defeated all-comers, to win the school championship, thus justifying its boast that increasing age and excessive academic diligence had left its youthful vigour undiminished.

Athletic Societies

A discussion of the athletic activities of the year would be incomplete without some mention of the splendid work done by the executives of the boys' and girls' athletic societies. The boys' executive financed practically all the boys' games in all branches of sport, without outside help. We consequently have no hesitation in prophesying that not a few of the members of these capable executives will find their way into "Who's Who" among the other great financiers of the future.

Such then, has been the history of our athletics for the season of '29 and '30. Our new school provides us with ever greater athletic facilities. Let us keep pace with the growth of our school by advancing towards still higher and nobler standards of good sportsmanship—remembering at all times that we can have no better object in our sport than the attaining of "mens sana in corpore sano."

School Election Is Interesting To The Student Body

ONE of the interesting features of school life at the Oshawa Collegiate and Vocational Institute is the annual election of the executive of the Students' Council, the student governing body. This election has become a fixed institution of the school, and is made educational as well as interesting in its character. Conducted in every way along parliamentary lines, it provides just as much excitement in the school as a parliamentary election does in a community.

There are six offices to be filled by election, those of president, vice-president,

secretary, treasurer, proctor and marshal. The school is divided into two parties, with contrasting viewpoints. For instance, the two parties in the last election were the Elizabethans and the Victorians. These two parties select candidates for each office, appoint campaign managers and hold separate rallies of their supporters. In addition, a mass meeting of the students is held, at which all the candidates are given an opportunity to speak. Campaign literature is produced, and excitement generally aroused to a high pitch.

On the election day, everything is done as in a parliamentary election. There are several polling booths, each manned with the usual officials, even to the policeman, and regular voters' lists are used. The ballot box is also used, and the young folks learn to vote as they would do in a regular election.

Then, when the votes are counted, an assembly is held in the school auditorium, where, by use of lantern and screen, the results are announced by polling divisions and by totals. This is a great occasion, and the students enter into it with great zest. And, when it is all over, the new executive takes office, having behind it the support of an intelligent and interested executive which has the advantage of knowing exactly how Canada's parliamentary elections are conducted.

ART

Art is a subject that has a practical as well as a cultural value. The underlying principles are so taught that the student can go on to the painting of pictures, the drawing of designs, the drafting of plans, or show card designing. The course is also highly beneficial to anyone contemplating the printing trade.

This souvenir edition was printed in the printing plant of the Mundy-Goodfellow Company, Limited, Oshawa.

O.C.V.I. HOCKEY TEAM
EASTERN ONTARIO FINALISTS, 1929-1930

Back row: J. Gaultinan, right wing; B. Hazelwood, centre; R. Irwin, left defence; M. Cock, right wing; H. Peterson, right defence; H. A. McKenzie, coach.
Front row: S. Shelenkoff, centre; L. Smith, left wing; G. Peterson, goal; A. Jobb, left wing, captain; G. Bucknam, goal.

If it's Quality
Furniture at Right Prices

see

Adams

The Dining Room Suite in the Domestic Science Department of the New Vocational School came from Adams.

Author of: Eye Care & Eye Strain, Your Eyes & Health, The Eyes In Modern Life, Optometry Feature Service, The Child & Its Development.

DR. C. H. TUCK
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Sole Agents for Oshawa

Athletics Play Prominent Part in School Life of O.C.V.I.



O.C.V.I. JUNIOR RUGBY TEAM, 1929

Left to right: M. Kirkland, coach; A. McKinnon, manager; W. Barley, coach; J. Henley, captain; Bryce, Patterson, Bolmer, Henderson, Pollitt, Crothers, Grant, Kelly, Green, Stroud, Brown, Dryden, James, Broadbent, Bakogeorge, Irving, Cock.

Students Are Encouraged To Take Active Part In Athletic Activities Of The Institution

H. A. McKENZIE

Oshawa Collegiate and Vocational Institute

"Pieces of eight! Pieces of eight!
Pieces of nine and ten!
We'll cut the throats of every man,
And sew them up again—
Dead men tell no tales,
OSHAWA."

MANY times in the fall and winter of '29 and '30 this stirring "war cry" has carried the red, green and gold on to victory, and many times has the same cheer greeted our teams in their losing fights against opponents of superior skill. But, while stars may come and stars may go, the unchanging object of athletics in the O.C. & V.I. is not merely to produce winning teams and highly specialized star-performers. It is rather to train all students to play the game according to the highest standards, that in so doing, they may acquire a physical and mental training and a love of clean sport, that will be a permanent value in later life.

The student body is proud of the fact that good sportsmanship from spectators and players alike has become permanently a part of the traditions of the school.

Students Encouraged

Every effort is made to encourage participation in athletics among the rank and file of the student body. Inter-form games in all branches of sport are considered to be of major importance. This inter-form competition arouses tremendous enthusiasm among students who are unable to secure places on school teams, and it provides the great bulk of the student body with an invaluable athletic training.

In order that pupils of unusual athletic ability may not over indulge in sport to the detriment of their academic interests, certain rules are enforced regarding participation in athletics. Athletics are not permitted to specialize in more than one line of sport, and a fifty per cent average on the Christmas Examinations is required for membership on certain of the school teams.

Rugby

This season, over fifty boys turned out for position on the Junior and Senior Rugby teams and considerable promising material was developed, with the exception of one player, the entire senior team of last year graduated in June of 1929. Consequently this year's team was built from entirely new material. Many former Juniors became senior players and made good. The teams from Peterboro, Cobourg and Lindsay provided strong opposition and, while our Seniors did not win as many games as usual, they gained valuable experiences and an equally valuable reputation for clean play.

The Juniors proved their calibre by sweeping everything before them until the last game of the season. In this game they were defeated in a "battle royal" by the powerful Peterboro team.

So in spite of the fact that our "pig-skin chasers" failed to "bring home the bacon," we feel that the season was highly successful and as to the future, the other teams are advised to look well to their laurels.

It is perhaps a tribute to the school that many former school players have starred in higher company. Among these are Adair, Hare, Wilson, Hart, and Daniels, of Queens; Henry of McGill; and Rowden, Hubbell, Gummow, Johnston, Carver, Kohen and Black, of the Blue Devils.

The inter-form rugby produced much brilliant plunging and tackling. In a game replete with thrills, IVA defeated their ancient rivals to the tune of "fifteen men on a dead man's chest" and won the school championship.

Track

In the early Fall the School Field Day and the B.O.W. meet were held. In the school Field Day, over sixty boys took part. Each event was closely contested, and there were many evidences of real track ability. A few records were broken and many were equalled. The outstanding performers among the boys were Ted Marks, who won the Junior Championship, and Eric Armitage, who won first place among the Seniors. Marney Black set a new record for the school high-jump, and the good work of Myers and Don. Black deserves honorable mention.

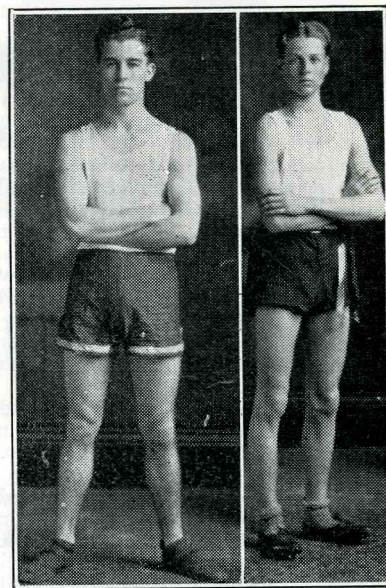
About seventy-five girls entered the field day activities. Margaret Henderson—last year's champion again won the Junior laurels, but as the medal could not be given to one contestant for two years in succession, medals were given to Patricia Kelly and May Clark, who tied for second place. Greta Maxwell won the Intermediate medal by a seven point lead. Three previous intermediate records were broken on Field Day and Greta had the distinction of breaking all three.

In the Senior group, two records were broken and Gladys McComb won the championship from Ollwen Ward by the narrow margin of one point.

The relay races were won by IVB and by ITG. The Field Day Shield was won by ID by a lead of four points over 3AC.

In the B.O.W. our boys gave a good account of themselves but most of the points won by the school were due to the fine work of the girls. This year boys and girls events were practically on par in the B.O.W. for the first time. By their splendid performance our girls more than justified their claim to recognition of their athletic prowess, from the so-called muscular sex.

About the end of November the girls' Basketball season started. Each form played at least two games in the inter-form series and enthusiasm ran high. 3B won the tournament by defeating 5A in



Above are, left, Eric Armitage, the senior athletic champion, and Ted Marks, junior athletic champion at the O.C.V.I. Field Day held last fall.

an Homeric struggle and 3BC defeated 2D to win the Consolation finals.

(Continued on opposite page)



GIRLS' ATHLETIC CHAMPIONS

Above are the girls who won the athletic championships at the field day held last fall. They are, left to right: M. Henderson, junior champion; G. Maxwell, intermediate champion, and G. McComb, senior champion.



To us was intrusted the supply of all lumber—flooring—hardwood and softwood trim—doors—panelling—millwork etc. for the new Technical School.

We have watched with great interest the progress of this job.

The Contractors and the Board are to be congratulated on the splendid building.

Oshawa Lumber Company
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Present Magnificent School Grew from Small Beginnings

Historical Sketch of Oshawa's Secondary Education System is Splendid Record of Progress

BY L. STEVENSON

Oshawa Collegiate and Vocational Institute

THE history of the early stages of secondary education in Oshawa is rather hazy, but previous to 1856 a Grammar School had been opened in the Son's Hall on Simcoe Street and was taught by a Mr. Camage "former paymaster for Sir Morton Peto during the construction of the Military railway from Balaklava to Sebastapol." This school continued to carry on, for a time in the third story of the Standard Bank building at the "Four Corners" while the Son's Hall was used as a public school for years.

One of the Successors of Mr. Camage was a Mr. Russell, a distinguished graduate of one of the universities of Scotland, "who notwithstanding some failings, was beloved and revered by his pupils." He was one of the most talented headmasters of the early Grammar School.

First Centre St. School

As the School accommodation of the town began to prove inadequate the site of the present Centre Street School was purchased, and on it a one-story building was completed in 1856 and which in later years evolved into the old sombre-gray brick building on Centre Street with its familiar belfry.

With a view to strengthening the educational forces of the town, in 1863 the Grammar School and Public School were united by a vote of the two boards.

This union school continued as the educational centre of Oshawa for more than forty years till in 1910 the High School broke away and became a separate institution in a fine new ten-room building on Simcoe Street Heights.

Some Early Principals

Following the union in 1863 a Mr. McCabe, "said to be possessed of almost preternatural cleverness" filled the position of headmaster for 5 years. He was succeeded by Mr. John Seath afterwards Provincial Superintendent of education, who held the principalship for two years. During the next year the position was filled by Mr. Alfred Baker, who later became professor of Mathematics at Toronto University.

W. W. Tamblin

Then during a period of twelve years from 1872 to 1884 Mr. W. W. Tamblin, a man of unusually scholarly attainments, held the reins and through his enthusiastic efforts the school rose to a first rank among the high schools of the province. At every "Commencement" the presentation of the Tamblin prize in Elocution and Oratory brings to mind his friendly interest in the school.

Lyman C. Smith

In 1884 Mr. Lyman C. Smith became principal and held sway at Centre Street for more than twenty-five years during which time the school maintained its high standards especially in Classics and Mathematics. During his principalship, about 1902, the staff numbered five and the attendance was a trifle more than one hundred. The equipment was meagre but much excellent work was done and high class university scholarships were won in different departments.

A Well-Remembered Room

In the old ground-floor science room facing out upon Centre Street, with its old-fashioned bunk-like experimental desks ranged along the walls, many an extra hour was spent by enthusiastic workers to get a better insight into nature. Some of these enthusiasts today occupy positions of note in their chosen lines of work.

Among the teachers of Classics and English in the province Mr. Smith stood in the very front rank, and students were fortunate to have had the advantage of instruction in his classes. He was, moreover, a poet of no mean order, as shown in his volumes of graceful verse on varied themes.

In 1910 just after the school reopened in the new building on Simcoe Street, Mr. Smith withdrew for a time from active work and his place was taken by Mr. J. H. Dolan, a specialist in Classics, English and History, under whom the school grew and prospered and made great advancement in literature and languages.

In literary organizations among citizens of the town Mr. Dolan rendered valuable service by inspiring a keener appreciation of many of the masterpieces of the great authors. He is now principal of one of the Collegiate Institutes of the city of London.

J. G. Althouse

From 1920 Mr. J. G. Althouse guided the destinies of the growing school for a period of three years, during which, among other benefits derived from his wise and vigorous administration, a wonderful impetus was given to athletic activities. Rugby football was introduced

and taken up with such ardor that Oshawa has become one of the live centres of this game in the province.

Mr. Althouse excelled as an organizer and as a teacher and in the spring of 1923 became principal of University Schools, Toronto.

Mr. A. W. Ferguson, chief mathematical master of the staff, stepped into the breach as acting principal for the balance of the school year. We very much regret that Mr. Ferguson because of serious illness is at present unable to take charge of his work as head of the mathematical department.

Period of Rapid Growth

During the vigorous industrial expansion which began a few years after the close of the great war, the rapid increase of population necessitated the construction of portable schools to accommodate the overflow attendance. For a time several of these portables dotted the campus around the High School and when Mr. J. G. Adams entered upon his duties as principal in 1923 the project of building an addition to the High School was under way. At the back or East side of the original building was annexed a huge structure with many new class rooms, three well equipped new science rooms, a splendid gymnasium and a magnificent auditorium, of unusual capacity, and the school was again ready to carry on its work under normal conditions.

Becomes Collegiate

In the spring of 1924 Oshawa became a city and at a time not far remote the High School under Mr. Adams emerged into a fully equipped Collegiate Institute with a staff of about twenty teachers and an attendance of some five hundred students. During the many months of wreckage and construction the task of carrying on the work of the school was no light one; yet, during this period the general results were good and some outstanding University Scholarships were won.

A. E. O'Neill Appointed

In 1926 Mr. Adams withdrew from the profession to undertake other work and Mr. A. E. O'Neill of London was appointed principal. Industrial expansion with rapid increase of population brought about again congested attendance at the Collegiate Institute and the problem of increased accommodation again demanded attention; at the same time the question of a separate Technical School was seriously discussed. After a prolonged and careful study of the situation by Principal O'Neill and the Board, it was decided to establish a Composite School under the name "Collegiate and Vocational Institute." Accordingly in the winter of 1929 the work of construction began. At the end of the Collegiate building a Technical or Industrial section was

added, the old building being demolished and replaced by a handsome front part with a capacious library room. Now in May, 1930, the new structure is complete and ready for use and the formal reopening of the Oshawa Collegiate and Vocational Institute will take place on Wednesday, May 7th.

With a staff of more than thirty teachers the Collegiate and Vocational Institute is prepared to give instruction in three main general departments—the Academic, the Commercial and the Technical, and is now an institution worthy of taking front rank among the secondary schools of the province of Ontario.

Tribute to Boards

During the years here passed in review the Board of Education changing from year to year in its personnel, has never failed to include a number of public-spirited men who have had the best interests of the school and the community at heart, and who have given much of their time and thought to threshing out the educational problems of the hour, without fear or favour.

The efforts of the Board in recent years to meet the rapidly varying and increasing educational needs of the town or city is worthy of a high tribute of praise.

With the support of a Board governed by a liberal and broad-minded policy and under the direction of our principal with his high ideals as to the true function of the school the Oshawa Collegiate and Vocational Institute should meet many pressing needs of the community.

AN EASTER HAT

Such an intriguing thing,
An Easter hat.
A little ribbon, with a bit
Of this—or that,
A very pleasing shade,
A touch of lace,
A broad brim shading
An exquisite face.
Against its great allure
Who can combat?
Such an intriguing thing,
An Easter hat.

—By Ruth Lethbridge, 1928.

Roman Catholic Separate School Started in Small Way Has Kept Pace with Growth of Oshawa

TO contrast the present St. Gregory's with the past, is no easy task but such is the purpose of this sketch. St. Gregory's is to-day a very modern and imposing building—ample proof that, in the onward march of educational interests, it was no laggard. Under the able management of zealous and energetic pastors, assisted by interested and intelligent school boards, the educational progress of this little section of Oshawa has been of no mean order.

A Modest Beginning

If the modest houses on Prince Street facing the school yard could speak, they would tell us of the first small, wooden, one-storied structure built in 1859, when Oshawa had its first resident pastor, the Rev. J. B. Proulx. This school housed about thirty pupils. Among them moved two Sisters, members of the Congregation of the Sisters of St. Joseph, a little band of whom came to Oshawa in 1858 to take charge of the school. Since then, they have had the care and direction of the children and not a little of the progress and success has been due to the hard and painstaking labour of these devoted women and the competent lay teachers whose assistance since Sept. 1920, was necessitated by the increase in numbers.

School Rebuilt

Eight years later, this was rebuilt into a two-storey, white-brick school-house with a belfry whose bell summoned its fifty or sixty pupils to their not-always-welcome tasks.

Still another change would these stolid

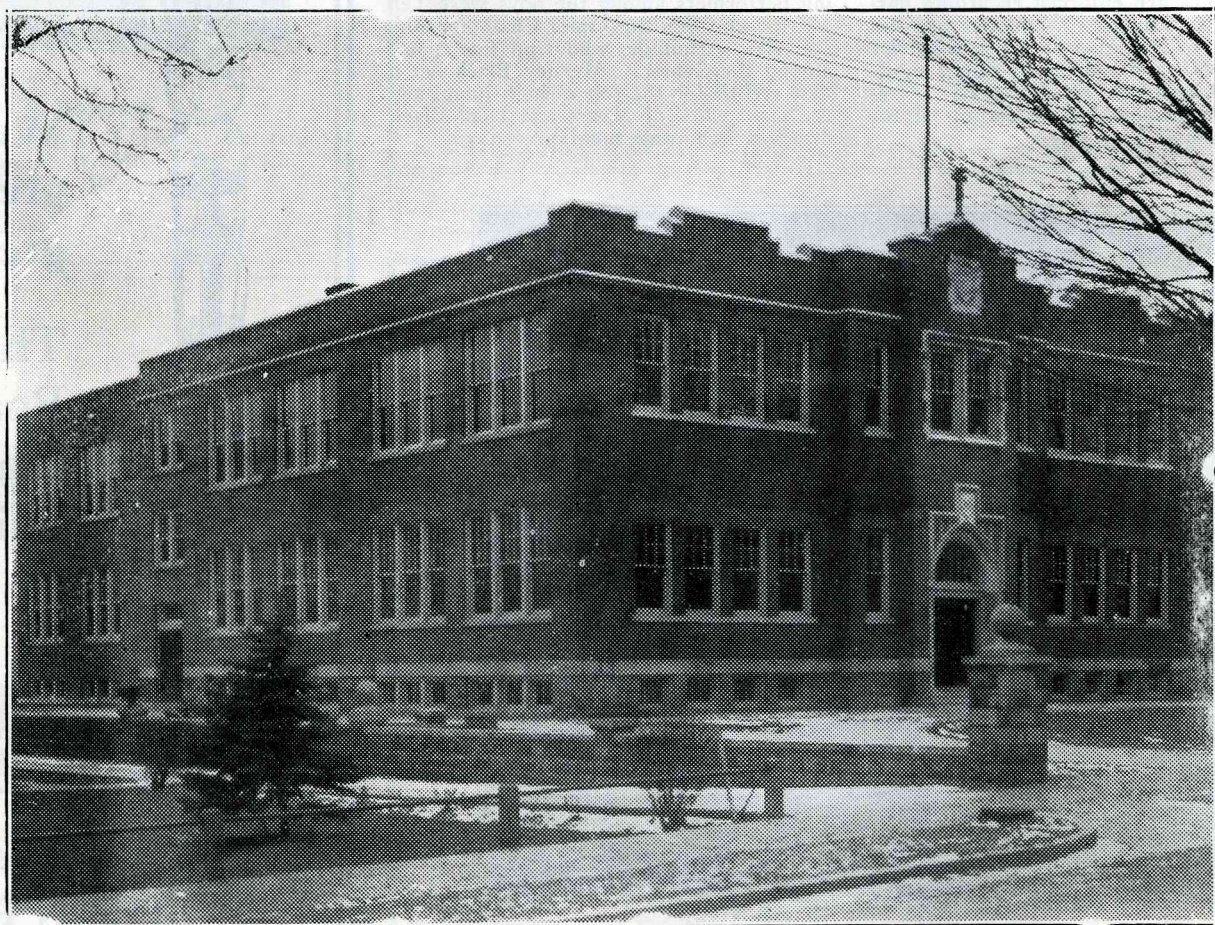
on-lookers relate, for the advance of years brought prosperity to Oshawa and the year 1912 saw the necessity for a larger and more modern building. The result was an entirely new one of red-brick, four classrooms on the lower floor with a well-equipped hall on the second storey and basements to serve as play-rooms during inclement weather. What a contrast to its little predecessors!

The Present School

But—still another change! With the numbers of boys and girls steadily increasing towards the four hundred mark which it has now over-stepped, a new problem arose. Not only a larger building but one which would meet the requirements of present day education must be built and who, better fitted to solve this difficulty than the present pastor, Rev. P. J. Bench whose active interest in education is so well known? The present school has ten class rooms, spacious auditorium, playrooms, medical room, teachers' rooms and kitchen, all suitably equipped for their various uses. All this must inevitably tend towards greater progress in the educational life of the community.

The people of St. Gregory's, both past and present may well be proud of the result of their sacrifices and hearty co-operation with efforts made for the furtherance of education in their parish and with the continued help of a kindly Providence look forward to still greater success.

—S. M.



ST. GREGORY' ROMAN CATHOLIC SEPARATE SCHOOL

Collegiate Department Offers Variety of Academic Courses

Academic Work of the Institution Offers Broad and Varied List Of Courses to Young Students

By C. M. EWING

Head of English Department, Oshawa Collegiate and Vocational Institute
The Practical Purpose

THE Academic Department is the oldest part of our school. It dates back to the time when few sought higher education, save those intending to enter the universities, to train as teachers, or to become members of some profession. But as time went on, it was felt that a sound educational foundation was needed for those destined for business positions. Thus the Commercial Department came into being. In later years the demand for educated men in the industries and trades has led to the Technical Department. We of the Academic side welcome these developments. We feel that any Collegiate Institute which does not include all three courses fails to meet the demands of today.

The practical purpose of the Academic Course is to train students for admission to the Universities and Normal Colleges. The Junior Matriculation course may be taken in four years. The complete course, however leading to Honours Matriculation standing, requires five years. The importance of the five-year training is becoming more and more apparent. Not only does it prepare students for Honour Courses at the University, but it gives a grasp of the subjects taken, that is almost essential for the permanent enrichment of the mind.

The Academic course offers a broad, general education. It is to be commended to pupils of fair intelligence who have no particular technical or commercial bent. While in itself it trains students for no specific vocation, it gives them a varied outlook, and an all-round equipment which will prove beneficial in whatever career they ultimately select.

Aim of Teaching

An educational observer recently remarked: "The aim of the academic teacher should be to turn out thoughtful students, who have wide interests, a command of good English, an eagerness to learn a love of noble literature, or the marvellous findings of science, and an ability to use well that most dangerous, yet most precious part of life, their spare time."

Of course the disillusioned cynic who has lost faith in modern youth, will smile at this idealistic outlook. He will call us impractical visionaries who are out of touch with the ways of this crude world. He will point to students who have passed their examinations with first-class honours and thereafter read nothing but the "funnies," and see no beauty in anything but shapely automobiles and smart attire. Or, on the other hand, they will draw our attention to certain winners of scholarships, with wan countenances and bespectacled noses, who are lost unless immersed in some learned manual, and have no interest in humanity. But isolated instances of failure do not prove the futility of any institution.

The Urgent Duty

Perhaps the most urgent duty, and highest ambition of the academic teacher is to keep alive and stimulate the intellect and imagination, while preparing

students for the inevitable examinations. Various efforts have been made towards this end. On different occasions teachers have conducted groups of students to the Royal Ontario Museum, to the Toronto Art Gallery, to German church services, and to French and German plays at Toronto University. Students can readily be interested in intellectual pursuits, which have no direct bearing on examinations. One student has made substantial progress in an ancient language with exactly ten minutes tuition a day in the noon recess. Another student who intends to devote himself to practical science is reading the Upper School assignment of Homer for the fun of the thing.

One is reminded of a certain island far out in the ocean. Its very existence is threatened by coastal erosion. Its inhabitants are kept busy building dikes to protect their fertile fields from the force of the waves. We instructors in the Academic Department would fain liken ourselves to those inhabitants battling to protect the fields of culture from the waves of materialism.

A Liberal Education

In conclusion, the Academic Department endeavours to give a liberal education; and by liberal education we mean:—"Something which will broaden the interests and sympathies of people, which will lift men's thought out of the monotony and drudgery which are the common lot, which will free the mind from servitude and herd opinion, which will train habits of judgment and appreciation of value, which will dispel prejudice by better knowledge of self, which will enlist all men in the achievement of civilization."*

*E. D. Martin "Meaning of a Liberal Education" (slightly altered).

Magazines From Other Schools Kept in Library

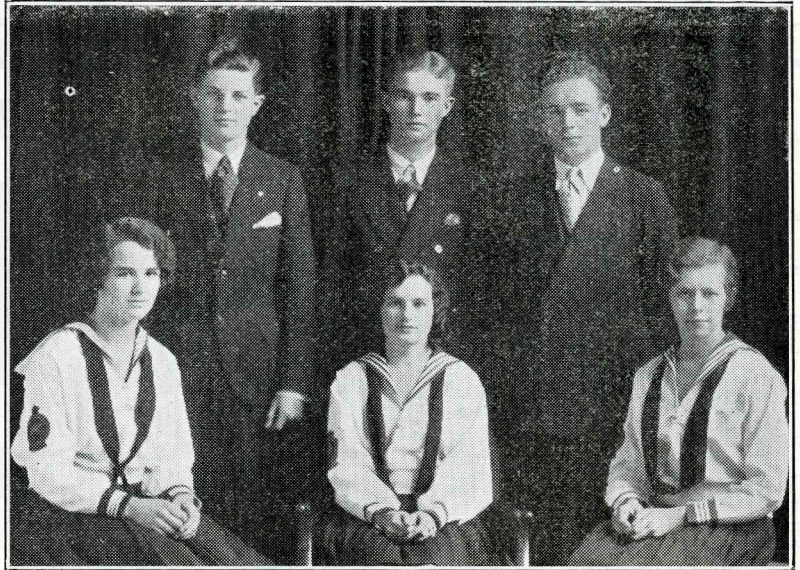
O.C. & V.I. Magazine Exchanges

The school papers and magazines from other schools are kept in the Reading Room for the benefit of students who are interested in reading them. They come from far and near. The librarian wishes to acknowledge receipt of exchanges from the following schools and colleges. He apologises for any omissions:—

La Salle College, Manila, Philippine Islands; Bedford Road Collegiate, Saskatoon; North Bay Collegiate Institute; Peterborough Normal School; Peterborough Collegiate and Vocational Institute; Crescent Heights Collegiate Institute, Calgary, Alberta; Central High School, Washington, D.C.; Trinity College School, Port Hope; Fort William Collegiate and Technical School; Trinity College, Toronto; Sir Adam Beck Collegiate Institute, London, Ontario; Oakwood Collegiate Institute, Toronto; Collegiate and Technical School, Sarnia; The Collegiate Institute, Sarnia; Kitchener and Waterloo Collegiate Institute; Central Technical School, Toronto; Renfrew Collegiate Institute; Victoria Col-

lege, Toronto, Ont.; Midland High School; Riverdale Collegiate Institute, Toronto; Moulton College, Toronto, Ont.; North Toronto Collegiate; Malvern Collegiate, Toronto; Windsor-Walkerville Technical School, Windsor; McMaster University, Toronto, Ont.; Bowmanville High School; Technical School, Vancouver, B.C.; Technical School, Sault Ste. Marie; Lisgar Collegiate Institute, Ottawa; Humber College, Toronto; Parkdale Collegiate, Toronto; Brantford Collegiate; Kingston Collegiate; Jarvis Collegiate, Toronto; Hamilton Central Collegiate; Paris High School, Paris, Ont.; Delta Collegiate, Hamilton; Central High School of Commerce, Toronto; Porter High School, Kezar Falls, Maine; London Central Collegiate, London, Ont.; Guelph Collegiate Institute; Woodstock Collegiate; Owen Sound Collegiate Institute; Port Arthur Collegiate Institute; Lindsay Collegiate Institute; Hamilton Technical School; South Collegiate Institute, London, Ont.; Central and Ross Collegiate Institute, Moosejaw, Sask.; Central Collegiate Institute, Regina, Sask.; John C. Fremont High School, Los Angeles, California; Cambridge (Mass.) Medical School; Vaughan Road High School, Toronto; Cobourg Collegiate Institute; Stratford Collegiate Institute; Bishop Bethune College, Oshawa, Ont.; Stamford High and Vocational School, Niagara Falls, Ont.; Sudbury High and Technical School; Upper Darby High School, Upper Darby, Pa.; Dunedin Boys' High School, Dunedin, New Zealand; Doylestown High School, Doylestown, Pa.; Emerson Institute, Washington, D.C.; University of Toronto Schools, Toronto; Sunset High School, Dallas, Texas; Scarboro High School, Scarboro Bluffs, Ont.; Nutana Collegiate Institute, Saskatoon, Sask.; Victoria High School, Victoria, B.C.; Brockville Collegiate; Wycliffe College, Toronto; Nepean High School, Westboro; Timmins High School, Timmins; Simcoe High School, Simcoe; Napanee Collegiate Institute, Napanee; Auckland Grammar School, Auckland, N.Z.; Galt Collegiate Institute, Galt.—Arthur Slyfield, Librarian and Adviser to Exchange Editor of "Acta Ludi."

LEADERS IN STUDENT GOVERNMENT



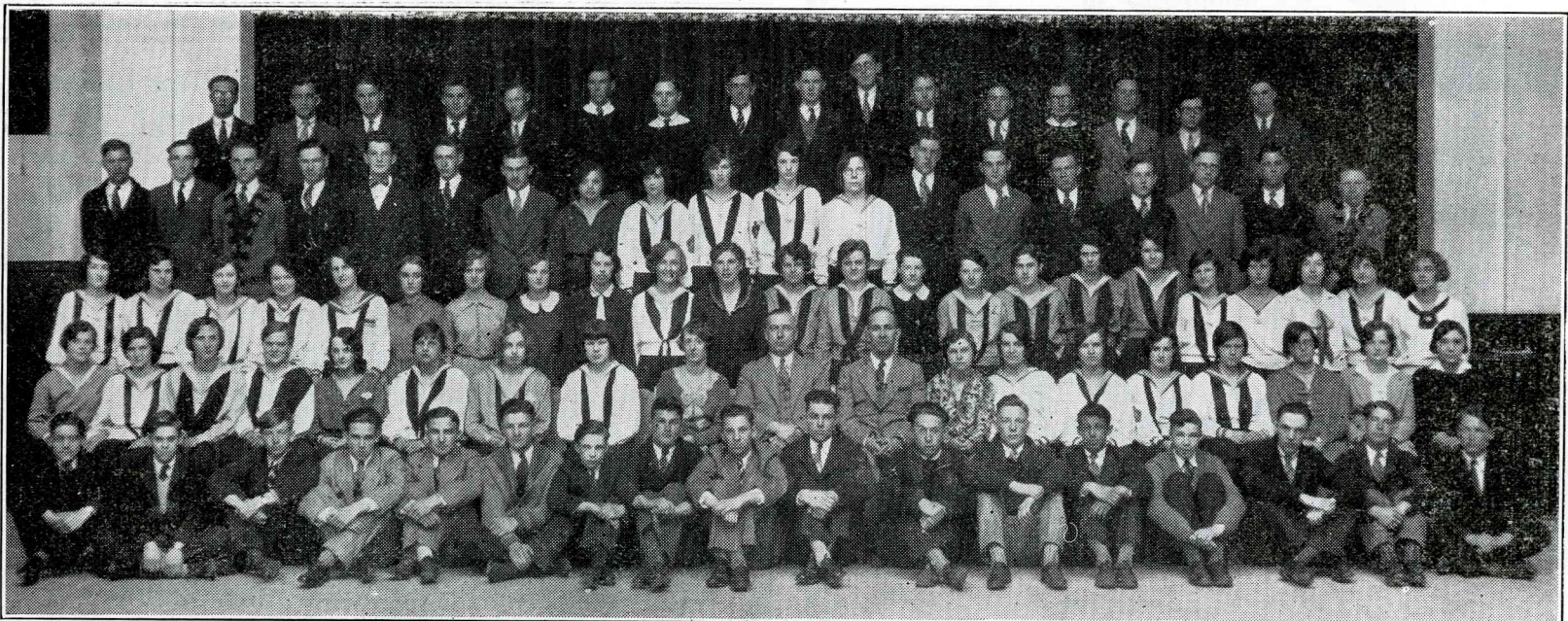
THE STUDENT COUNCIL EXECUTIVE

Above are the six students elected as the executive of the Students' Council, the students' governing body of the Oshawa Collegiate and Vocational Institute. They are as follows:—Back row, left to right—B. Halleran, marshal; J. Bell, treasurer, J. McAdam, vice-president; M. Maxwell, proctor; D. Crothers, president and B. Lovell, secretary.

U.S. High School Libraries Help School Library

On learning of the opening of the new library a number of American High School Libraries sent gifts to form an exhibit of international friendship. A variety of articles including photographs, portfolios, letters, reading lists, school newspapers, student publications, school handbooks, outlines of library lessons, pamphlets on local scenery and history, and books were received from the following schools: C. E. Byrd High School, Shreveport, Louisiana, Manual Training High School, Kansas City, Missouri, Wichita High School and Wichita High School East, Wichita, Kansas, Western High School, Baltimore, Maryland, Wilmington High School, Wilmington, Delaware, High School Library, University of Illinois, Urbana, Illinois, Barringer High School, Newark, New Jersey, Central High School Library, Grand Rapids, Michigan, Girls' Polytechnic School, Portland, Oregon, Albuquerque High School, Albuquerque, New Mexico, High School Library, Greenville, S.C., Central High School Library, Minneapolis, Minn., Granite High School, Salt Lake City, Utah, Central Senior High School, South Bend, Indiana, Manual Training High School, Denver, Colorado, English High School, Boston, Mass., St. John's Academy, Jamestown, N. Dakota. Other material has been promised to form a part of a permanent exhibit while some scrap books will be lent for temporary display. Some of this material is now on display in the library.

The object is to give every student who enters the doors something that enriches life and makes for more abundant living. The student who has lived in the right educational atmosphere takes away something valuable whether he has been successful in obtaining a certificate or not.



THE COLLEGIATE GRADUATING CLASS OF 1930

Every year a large class of students is graduated from the Oshawa Collegiate and Vocational Institute. The above group of the Collegiate graduating class of 1930 is the largest in the history of the school and is composed of 91 students who will be

completing their courses at the close of the present term, and will be going out to universities, normal schools and into the ranks of business, industry and commerce, fitted for their tasks by the training received in the collegiate institute.

Dramatic Activities are Outstanding Features at O.C.V.I.

Staff and Student Players are Developing Splendid Talent for Expression of the Dramatic Art

By E. J. McGIRR

Oshawa Collegiate and Vocational Institute

"Art thrives best where commerce hath enriched the coast."

THUS reads the motto of the Oshawa Little Theatre.

Truly commerce has greatly enriched one small portion of Lake Ontario's coast in the last decade, and Oshawa is rapidly gaining a reputation as a vigorous industrial city. True to the motto, art is also thriving in Oshawa, as witnessed by the Oshawa Little Theatre; the Women's Music Study Club; the General Motors Dramatic and Music Society; the Staff players; the Student Players, Glee Club and Orchestra, all of the Collegiate and Vocational Institute; and the five Ukrainian organizations each with its own Community Hall and each producing many musical and dramatic functions.

This article proposes to deal only with the dramatic organizations of the Collegiate Vocational Institute. Like the city, the school has felt growing pains. Seven years ago it was a High School; then it became a Collegiate Institute when the new addition was built six years ago; and this year it added a technical department second to none in the province. Like the city, the school has retained its interest in cultural things, and oratory, music and the drama take up many spare hours of staff and students alike.

The Staff Players

The present dramatic activity began with the organization of the Collegiate Staff Players in the fall term of 1928. The aims of the organization were set forth in their constitution as follows:

1. To develop and advance an interest in the drama, particularly Canadian, in the Oshawa Collegiate and Vocational Institute.
2. The reading and playing of drama.
3. To provide a means of social intercourse for the staff.
4. To secure funds for equipment for extra-curricular activities of aesthetic nature.

At the organization meeting the writer of this article was appointed Director, and backed whole-heartedly by the entire staff and a hard working and enthusiastic Executive Committee, their first production was staged in February 1929.

Stage Equipment

The first task which faced the committee was the provision of stage equipment. A beautiful blue velour curtain adorned the front stage, but otherwise the stage was bare. It was felt that some system of curtains would be most suitable for all purposes. The Committee considered the curtain equipment as used in Galt Collegiate Institute; the U.T.S.; Newcastle Community Hall, and several other places and endeavoured to incorporate the good features of all. The result was back and wing curtains so arranged that the stage may be deep or shallow, narrow or wide, or the curtains may be removed altogether. They may be grouped in such a way as to give an excellent representation of pillars. They are made of a brown Egyptian cloth, and together with the front curtain give the whole stage a very rich appearance.

The first production was presented on February 14th and 15th, 1929. The Players confined themselves to one-act plays

offering no great difficulties, as they believe that it is better to present a simple thing well, than to give a poor production of something more difficult. The plays presented were "Autumn Blooming" by Fred Jacob; "The Bishop's Candlesticks" by Norman McKinnel; and "Brothers-in-Arms" by Merrill Denison. The second of these was being read in the Lower School and so was of particular interest to the students. The efforts of the Players were so successful that a third night's production was necessary to accommodate those who could not get in on the first two nights. Financially, the organization paid all current expenses and were able to pay for the curtains as well—a matter of five hundred dollars.

This Year's Activities

This school-year the Staff Players presented their production in the Fall Term in order that a Students' production might be given in the Spring term. One-act plays were again chosen and the difficulty of realizing one of our aims is seen in the fact that not one of the three plays used is Canadian. The plays used were "The Birthday of the Infanta," an adaptation from Oscar Wilde; "The Valiant" by Holworthy Hall, and Robert Middelmas; and "Thank you, Doctor" by Gilbert Emery. The production was put on for two nights and full houses were entertained on both evenings, and the reputation of the Players was now well-established. The coffers of the organization were again filled, but not for long. One hundred dollars was presented to our School Library for the purpose of building up a Dramatic section. The remainder was set aside for the purpose of securing a Canadian painting for the school. A slightly different opportunity was soon presented however, and instead of securing a Canadian painting three original etchings by a famous English artist, of famous Cathedral windows were secured. These came from the noted Britnell collection, and the committee felt that it was too good an opportunity to miss, and so the Canadian painting must wait.

Student Players Club

The next project was the organization of a Student Players Club. An organization meeting was called early in the year, and the response exceeded all expectations, as over two hundred students were present, all eager to take some part, either on or off stage. A duplicate of the Staff Players Executive was formed, each student officer to be advised by the corresponding Staff officer. Rehearsals were started on two plays to be produced in conjunction with a programme by the Glee Club and Orchestra. This entertainment was produced on April 3rd and 4th, 1930. The plays used were "The Golden Doom" by Lord Dunsany, and "Ici On Parle Francaise" by T. H. Williams. The students scored a decided success and set a standard which future casts will have a difficult task to maintain.

Work Done By Boys

With the opening of the Technical school all stage scenery has been constructed and painted by the boys of the wood-working department under the direction of Mr. Cayley. Particular praise should be given them for construction of the "King's Iron Door" used in "The Golden Doom." This was a single flat 10' x 13', with a large arched door, pre-

sumably of great weight, which must open in two parts. This was so constructed by the wood-working class that the stage hands could remove it in slightly more than a minute.

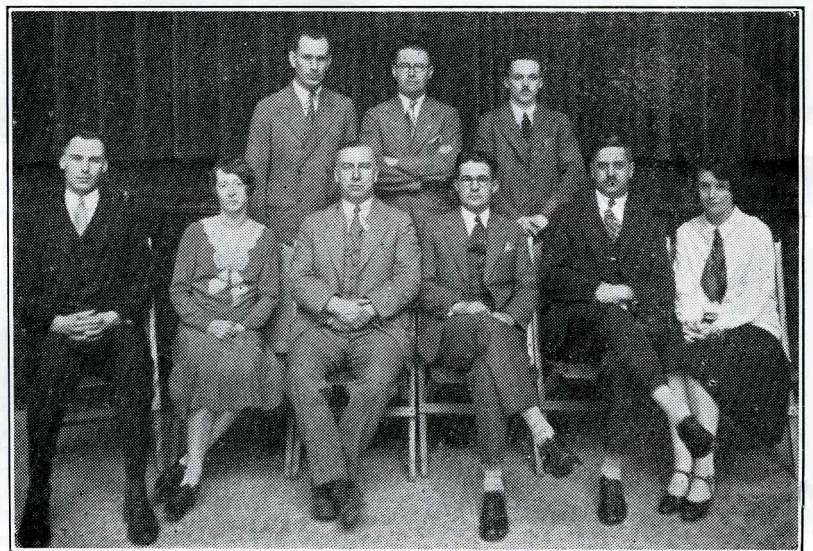
All of the costumes for this play were made by the girls of the school, and the twin organization has commenced to build up its own costume department.

The students are expected to gather all their own information regarding the period of the play. One boy delved into Babylonian history to find out what the Babylonians knew about arches and masonry, and now has an interest in that period more than any other. Several studied the same period for the purpose of learning what Babylonians wore. "In the Birthday of the Infanta" another student searched Spanish history to find the correct coat of

arms, and having found it, painted it for the play. Thus the study of history is being greatly stimulated.

Both Staff and Students are already looking forward to their next year's production. At the monthly meetings of the Staff Players, plays are cast and read, an endeavour being made to choose plays which can be played with our limited stage room and equipment, and our antiquated lighting system. This serves the purpose of entertainment and also gives some idea of the suitability of the members reading for the parts which they read.

Thus we see that art, dramatic art at least, is thriving in Oshawa's secondary school. Much remains to be done, but at least a start has been made, and staff and students alike have a greater interest in the drama than ever before.



STAFF PLAYERS' EXECUTIVE

Above are the members of the staff who are in charge of the activities of the staff players of the Oshawa Collegiate and Vocational Institute. Back row, left to right—W. E. Cayley, A. F. Brown, and H. A. McKenzie. Front row, left to right—M. F. Kirkland, Miss E. A. Tuttle, A. E. O'Neill, G. M. Henry, E. J. McGirr, and Miss M. E. Savage.

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STUDENT PLAYERS EXECUTIVE

Above are the students who are charged with the direction of the activities of the student players of the Oshawa Collegiate and Vocational Institute. They are as follows: Back row, left to right—J. Horton, stage manager; G. Grant, electrician; A. E. O'Neill, hon.-president; C. Young, house manager; D. Henderson, treasurer; J. Henley, business manager. Front row, left to right—E. Marks, president; A. Ross, props., D. Crothers, secretary; C. Luke, costumer; G. Mundy, director.

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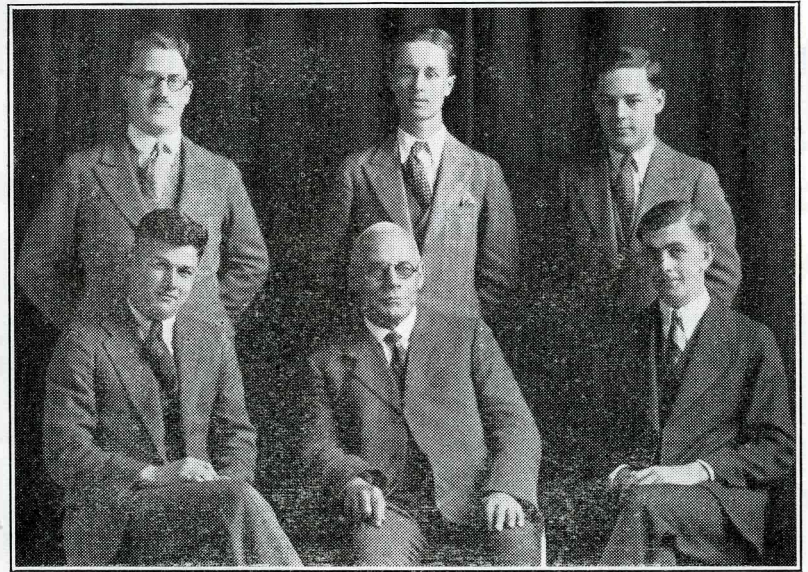
Including Sporting Goods and all
Athletic Equipment

Athletic Teams Have Brought Fame & Honor to O.C.V.I.



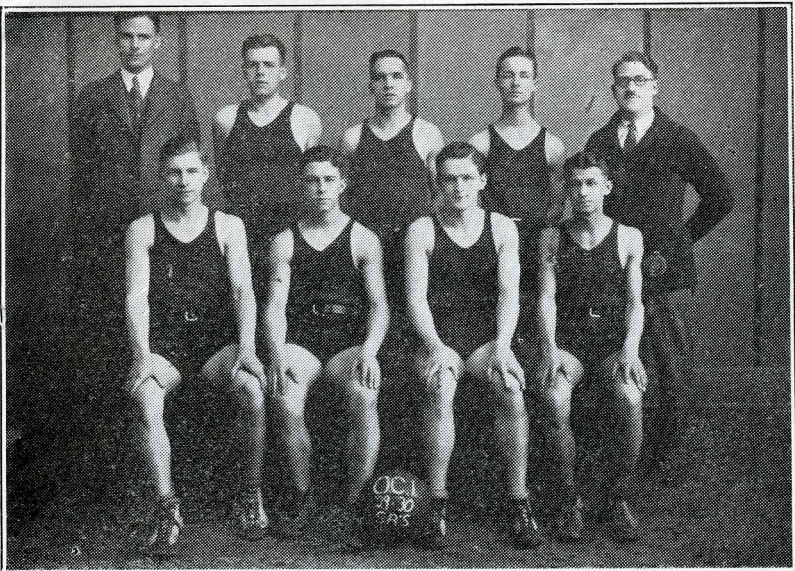
GIRLS' ATHLETIC SOCIETY EXECUTIVE

Back row, left to right—M. Gummow, vice-president; M. Cameron, secretary; M. Henderson, treasurer. Front row, left to right—D. Vanluven, hon.-president; W. Armstrong; president; K. Runnells, advisory president.



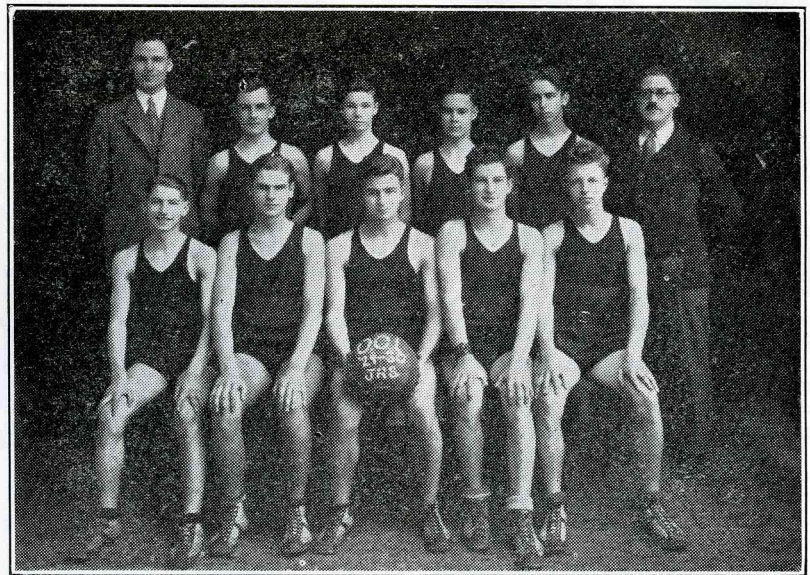
BOYS' ATHLETIC SOCIETY EXECUTIVE

Back row, left to right—W. J. Barley, E. Marks, secretary; W. Hare, treasurer. Front row, left to right—M. Cock, president, L. Stevenson, hon.-president; R. Irwin, vice-president.



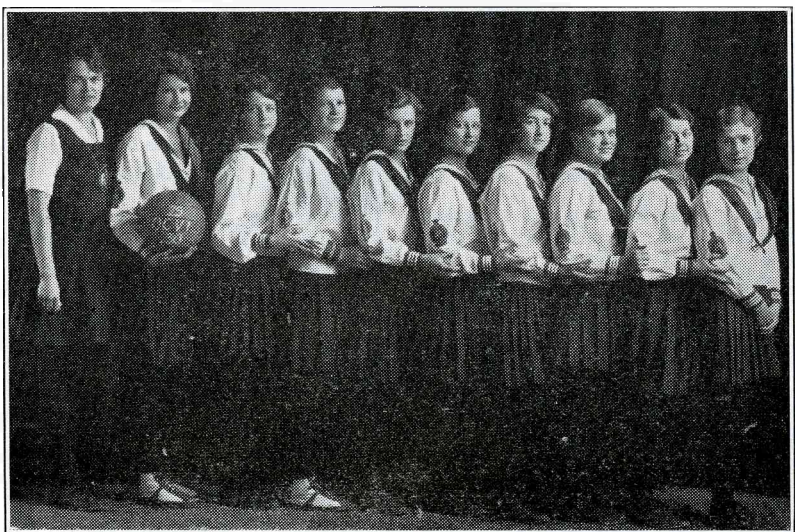
BOYS' SENIOR BASKETBALL TEAM

Back row, left to right—M. F. Kirkland, G. McIntosh, D. Black, E. Marks, W. J. Barley, Coach. Front row, left to right—C. Myers, J. Guiltinan, E. Armor, Capt., S. Shelenkoff.



BOYS' JUNIOR BASKETBALL TEAM

Back row, left to right—M. F. Kirkland, F. James, S. Harris, W. Hare, E. Higgins, W. J. Barley, Coach. Front row, left to right—J. Andison, C. Young, W. Hicks, (Capt.), D. Henderson, J. Henley.



GIRLS' JUNIOR BASKETBALL TEAM

Above is a group of the girls of the Oshawa Collegiate and Vocational Institute Junior Basketball Team for the season 1929-1930. Those in the group are:—Miss Runnells, coach; Z. Davidson, capt.; E. McBrien, D. Murphy, J. James, R. Fishleigh, D. Holland, N. Armstrong, M. Gummow, Z. Gould.



GIRLS' SENIOR BASKETBALL TEAM

Above is the Senior Girls' Basketball Team which represented the Oshawa Collegiate and Vocational School in the inter-scholastic series during the 1929-1930 season. They are as follows:—Miss Runnells, coach; E. Thickson, H. Rice, A. Ross, capt.; K. Luke, G. McCoomb, M. Maxwell, L. Bell, O. Ward, B. Morgan.

Courses in Agriculture

Young people of Ontario have the opportunity of securing a good education in the best principles and practice of good farming.

The Ontario Agricultural College

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Four Year Course—Leading to the Degree of Bachelor of Science in Agriculture.

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Over 25,000 students have taken our long and short courses in Agriculture. Many of the Agricultural leaders throughout the Dominion are graduates of this College.

The tuition fees are nominal and the cost of board and room in residence is reasonable.

Send for the College calendar outlining the various courses.

G. I. CHRISTIE, B.S.A., D.Sc.,
President.

A. M. PORTER, B.S.A.,
Registrar.

Pioneers Laid Foundation of City's Educational System

School System Dates Back for Hundred Years

OSHAWA is justly proud of her educational system. Step by step with the almost magical growth of the city public education in Oshawa has kept pace, until today the crowning achievement of all is realized in the formal opening of the Collegiate and Vocational Institute, the completed plant for secondary education of Oshawa's boys and girls. This condition is due to the foresight and courage of the men of bygone days, who founded and built, step by step and stone by stone, that educational structure which places the schools of Oshawa in the forefront of those of the province of Ontario. Successive educational bodies have anticipated the needs of the city, and have met these needs in advance. To the men of pioneer days, particularly, a debt of gratitude is owing, for away back in the days when Oshawa was but a small settlement, they realized the part played by education in the life of the community, and made provision for its scholastic needs.

Distinguished Ancestry

Oshawa schools have a distinguished ancestry, reaching into the very early years of the last century and connecting up closely with the United Empire Loyalists, those devoted lovers of the British connection who gave up their homes in the revolted American colonies and removed to the then wilderness of Ontario. Shortly after 1800, when small clearings had appeared in the forests of South Ontario and the rude log cabins of the first settlers were sparsely scattered through the district a man named Moore came to the present site of Oshawa from Boston. He founded the first school, utilizing his superior education to make his living. Not much is recorded of Moore barring that he was well educated, a lawyer of parts and was much respected by the community and known as "Master Moore" throughout the county.

The next school house to follow Moore's log cabin was built in 1829 on the site where Lang's store once stood. In 1835, the village of Oshawa had outgrown this latter building and the first "Union School House" was built. It received this title because all the religious denominations of the village worshipped there at one time or another. It was the first church the Methodists had and the first Sunday school was organized there. The first Roman Catholic mass was celebrated in this old school house and Quaker services were also held there.

First Centre St. School

In 1843 the town fathers decided that Oshawa had become big enough to have a substantial schoolhouse. Land was purchased where Centre street school now stands and a one storey brick structure built. Some years later a second storey was added to this. A further addition saw the eight-roomed school with the L-shape formation and tower so familiar to Oshawans who went to school in the eighties and nineties.

In such a brief touching upon school history it is worthy of particular note that Principal Ecroyd, who succeeded a Mr. Lawder, asked the school trustees of that period that the scholars be allowed every Saturday afternoon as a holiday. This request was refused and it was not until many years later that Saturday afternoon and finally all day Saturday were made holidays for the school children.

Noted Teachers

In these early days Oshawa teachers made names for themselves. John Seath, in charge of the Union School in 1869, was afterwards made Provincial Superintendent of Education, an office he held for many years. The late Mr. Seath was responsible for many books upon educational subjects and was a noted educationist. After Mr. Seath came Mr. Alfred Baker, who afterwards was appointed professor of mathematics at the University of Toronto and became noted as a scholar and teacher. Mr. Tamblin taught the school for 12 years until 1884, when Mr. L. C. Smith was appointed and served as headmaster for over 29 years.

Early Overcrowding

Centre street school managed in some way to serve the growing needs of the growing town of Oshawa until 1877 when overcrowding became intolerable. In this year the first of the wards schools was built, a four room school on Mary street and another of the same size on Albert street to care for the growing school attendance. For the first time lady teachers were given charge of schools in Osh-

TWO OLD-TIME GROUPS OF SCHOOL CHILDREN



FIFTH ROOM CENTRE STREET SCHOOL—1890

—Photo loaned by Mrs. W. J. Sulley.



MARY STREET SCHOOL GROUP, 189—

Included in this picture are:—Joe Swanson, Frank Kemp, Sim Peacock, Art Stewart, Morley Punshon, Ambrose Paul, Bert Guy, Geo. Jacobs, Jack Beaton, Mrs. C. C. Trull, Mrs. Cawley, Miss B. Harris, Mrs. Ed. Bradley, Miss M. Bassett, Miss M. Ford.

—Photo loaned by J. H. Beaton.

awa when, after some misgivings the board selected Miss Annie Andrews to take charge of the North school. Previously lady candidates had not been considered.

The Old High School

When Principal L. C. Smith took charge of the high school in 1882 he found but two rooms of the old Centre school occupied by high school pupils with the remaining six rooms filled with public school pupils. The high school was in a difficult situation for the public school sent on few pupils to the higher education. Shortly after taking charge of the high school Mr. Smith was given charge of the public school also and proceeded to put the Normal School system of study in force in the public school.

The high school then commenced to receive its fair share of the public school pupils and soon found itself cramped for room although it had half of the old Centre school. An old white frame church was purchased and moved from across the road for use as a temporary public school, and public school pupils were also taught in the old Temperance Hall but in 1910 it was seen that the high school must have a building of its own. Pupils had increased from 65 to several hundred. With the building of the high school on North Simcoe street congestion was somewhat relieved at Centre school and the opening in succession of other city public schools drew away other pupils.

For some years the three city public schools managed to care for the growing school population but towards the end of the century overcrowding became once again a problem. Additions to both the Mary and the Albert street schools followed, four rooms being added to each to bring these two schools to eight-roomed schools.

Finally, in 1910 it was found that the 65 pupils of the early high school had grown to something over 250 pupils and a new high school was constructed on North Simcoe street. At that time it was considered a settlement of the high school problem for a generation but a scant half dozen years saw the new school crowded.

Modern Additions

In 1909 came the building of the King street school to serve the steadily growing population of that locality. Like the others now built this was an eight roomed school with all the modern conveniences. It was really the first modern school to be constructed in the city and to embody in it all the latest improvements of light, fireproofing, playroom capacity and equipment. Congestion was relieved when over 300 pupils were drawn away from the older schools to this new school.

But in 1916 the city's population had again jumped upwards and the Simcoe South school was built. In this school steam heat was first installed, the other schools being heated with the old hot air system.

During the three years following 1919 the biggest school problem to face the city was met and solved. It involved the building of no less than four new schools at a cost of upwards of \$700,000. In 1920 Ritson Road school was built at a cost of \$54,000 while in 1921 and 1922 it was found that a new eight room school was necessary on Simcoe North and that the old Centre School must be torn down and a huge modern school built to house the swarms of new pupils coming in.

New Centre St. School

Centre School, one of the finest on the continent was built with its 20 rooms.

In 1927 a four room addition to the Simcoe South school was constructed and two rooms were added to the Cedardale school, taken into the city school system when Cedardale was annexed in January, 1923. At this latter school the city for some three years taught free of charge pupils from sections of the old Cedardale which had not entered the corporation at the time of the annexation.

The Secondary School

Oshawa now possesses a Collegiate and Vocational Institute of which any city might well be proud. The first school housing the pupils taking secondary work, was located on Centre Street and was built in 1855. This was soon too small to meet the growing needs of the community, and the first section of the

new building was erected on the present site, Simcoe Street north, in 1909. It again was found totally inadequate for the accommodation required, and in 1924 about the same time that Oshawa was declared a city, the new wing, costing in the neighbourhood of \$300,000 was opened for school purposes, meeting a long felt need in the educational life of the city.

The Crowning Glory

Some two years ago, the need for a further extension of the facilities for secondary education was felt, and it was then that the plans for the building of a technical school, to be added to the Collegiate, to form a combined Collegiate and Vocational Institute, were put forward. The project was placed before the electors, and was carried by a large majority. After some controversy as to where the school should be located, the original plan for adding it to the Collegiate was adopted, and work was undertaken. A few weeks ago, the whole of the work was completed, and today, under happy auspices, the climax has been reached, and the crowning glory of Oshawa's educational institutions, the Collegiate and Vocational Institute, is being formally opened. It is a great occasion for those who have labored to make this great dream come true, but in the glory of it, let us not forget those who were the beginners of education in Oshawa nearly one hundred and thirty years ago, for to their foresight and perseverance can be ascribed the soundness of the foundation on which Oshawa's educational system has been built.

PHYSICAL TRAINING

The object of this course is to give the student greater control over his muscle, to teach the purpose and value of regular exercises, to suggest suitable forms of exercise to correct as far as possible physical weaknesses, and to provide information in connection with the development of proper health habits.

SCIENCE

Well-equipped science rooms give unexcelled opportunities for individual experimentation and practical study in connection with all science courses.

Grounding in Technical Trades is Offered to Ambitious Boys

Two-Fold Purpose Is Behind Vocational Classes For Boys Who Follow Courses

C. C. ASHCROFT

Shop Director, Oshawa Collegiate and Vocational Institute

THE aim of these courses may be defined in many ways, though fundamentally the different definitions will be found to have a common basis, namely, that of a preparation period for "complete living" in the great industrial division of the world's activities. The word "complete" is used to convey the idea that this preparation is not restricted to the working or gainful side of the individual's life in some industrial vocation but it should embrace his life as a member of a social group, as a neighbour, as a citizen. The word technical tends to throw the emphasis on the purely vocational or trade training side of the courses but it should be clearly understood that the technical school courses do not overlook the academic and so-called cultural subjects of a good education.

Nor is the aim of the technical subjects solely that of trade training. Trade training, the building up of the skills of the finished craftsman must be done on the job, and it is economically impossible to perfect this in the school.

Two Fold Purpose

The purpose of these shop subjects is two fold, to provide an industrial environment in which the boy may find himself, may determine his natural inclinations and aptitudes, may develop his mentality, his ability to think his way through a problem. Secondly these shop subjects present the student with an opportunity of learning the principles and practice, "the why and the how" of some selected vocation; they encourage the development in a natural setting of habits and dispositions such as neatness, industry, perseverance, accuracy, respect for tools and machinery, safety, and the like, habits which will be of great value to him in industry.

Attractive Features

Perhaps one of the most attractive features of the technical course is found in the realization that the boy is dealing with concrete things, with things with which he is cognizant in his out of school life. He sees about him the results of the activities of industry, and in the shops he participates in many of the processes and operations, he uses the tools and machinery of the trades.

His academic work, his English, his Mathematics, his Science, are directly related to and very necessary for a successful mastery of the shop work and the boy sees these subjects in a new and natural setting. They now mean something definite to him and under such conditions he is encouraged to exert the real effort which is necessary for the successful command of worth while knowledges.

Many Occupations

There are many different occupations listed in a classification of gainful vocations and to attempt in one institute to offer courses in all would be well nigh impossible even if it were desirable. It is very questionable as to just how fine a specialization should be undertaken in a school course and the present attitude of the technical school is to endeavour to offer well balanced courses in the fundamental trades of those industries which are found in the community that the particular school serves. The present provision at the Oshawa Collegiate and Vocational Institute will permit of courses in Machine Shop Practice, Heat Treating, Oxy-Acetylene Welding, Sheet Metal Work, Motor Mechanics, Wood Working, Carpentry, Building Construction, Architectural Drafting, Machine Drafting, and Electrical Construction and Theory.

The General Aim

The general aim of the course is to meet the need of boys who are looking forward to employment in industrial occupations and who will eventually become skilled workers, craftsmen, foremen, superintendents, executives, technical experts, etc. As has been stated above, the purpose of the courses is to give the student a thorough insight into the principles and practice, "the why and the how," of his selected vocation, but it does not aim to turn out a finished workman. Industry will agree that the finished workman's skill is built up by repetition on the job, and, economically, this repetition is outside the scope of the school. But, the boy educated in the industrial atmosphere of a Technical school, which reproduces as closely as possible the best conditions of trade and industry, will re-

quire a minimum of readjustment in adapting himself to the change from working in school to working in industry.

The Range of Work

A student in our school will get a good education in academic subjects and citizenship as well as a specialized education in and for his chosen vocation. About half his time in each year of the course, will be devoted to such subjects as English, History, Geography, Physiography, Science, Mathematics, etc., and about half to those subjects that are particularly necessary for a thorough education for industrial pursuits, such as Drafting, Economics, Shop Problems and Management and the various kinds of Shop Work.

A student entering the Oshawa Collegiate and Vocational Institute and wishing an education for an industrial vocation, without the advantages of a University training, will enroll in the first year of the Technical course. He will find this year to be of a general or "try out" nature which will enable him to find himself and will assist him in intelligently choosing a vocation for which he has aptitude. During this year he will devote part of his time to work in each of the shops. From the background of these experiences and after consultation with the Shop Instructors, Master Craftsmen in their subjects, he will be better equipped to choose wisely the vocation he wishes to work towards.

The Second Year

The second year student will still devote half his time to the academic subjects whereas his work in the shops will be limited to those shops directly related to his selected vocation, the Machine Draftsman will work in the Machine Shop as well as the Drafting Room, the Motor Mechanic will study Machine Shop Practice, Electricity, and Machine Drafting and similarly for the other courses.

The Final Year

The third year student while still spending half his time on academic work will devote more of his shop time to his chosen specialty.

The present courses are designed on a three year basis, as experience has shown that except in the cases of schools in the larger centres of population, there is little demand for a longer course. When and if, there is such a demand in Oshawa our organization is sufficiently flexible to permit of the introduction of advanced work in any of the courses.

O. C. & V. I. is Proud

One of the activities of which Oshawa Collegiate and Vocational Institute is justly proud is the work of its Cadet Corps. This organization of young citizens of Canada is the centre of the enthusiasm of the boy students during the training period. In the cadet instructor, Mr. Barley, the boys have one who had a thorough understanding of the value of cadet training, with its advantages of character-building discipline and body-building exercise. Practically every boy in the school is a member of the cadet corps, which, by reason of the fact that the Board of Education has taken a lively interest in it, is a splendidly equipped body, and one which, on its annual inspection parades, makes a fine showing when lined up before the District Cadet Inspector. It is a thrilling sight to see these hundreds of boys perform the various manoeuvres expected of them when on parade, and it is a credit to the school, and to Mr. Barley, that the corps is invariably warmly complimented by the inspecting officer on its efficiency.

The many photographs in this souvenir edition of The Times are the work of Campbell's Studio, to which The Times expresses thanks for its co-operation.

When Jack Comrie became janitor of the Oshawa Collegiate, fifty tons of coal was sufficient for heating purposes each year. Today, it takes 500 tons. When he started there were only five teachers and 132 pupils, as compared with the record of nearly one thousand pupils and a correspondingly large staff of teachers at the present time.

The Oshawa Collegiate and Vocational Institute is now equipped to provide for practically every type of course that can be desired by its students.

Oshawa Collegiate and Vocational Institute had splendid academic traditions behind it, for its students have an excellent record of winning scholarships.

Education Becoming Costly Item on Municipal Budget

EDUCATION is becoming, if it hasn't already become, the most costly item on the "expenditures" side of the municipal budget. This is the price of democracy; for if people are to govern themselves they must be educated and trained for the job. Democracy requires a high standard of citizenship. It requires as many good citizens as it can get; and "good citizens" mean men and women who are not only capable of supporting themselves but also possessed of something contributory to the common good. Recognizing the necessity of good citizenship, the most progressive people have made education public duty and charge; and it is becoming increasingly expensive and burdensome. The hope of decreasing these expenditures is slight. But the opportunities for increasing the return for the money expended are numerous. To-day there is danger of leaving the whole problem of training the young to the schools. This is flattering to the public school system of education; but when the home and the influence of parental supervision, guidance, and stimulation are not being worked at their full power the community is not making the most of its opportunities. Because people are paying indirectly through taxation for the education of the young is no reason why the whole responsibility for the finished product should be thrown on the school. There must rather be the closest co-operation between the home and the school, between parents and teachers; and that co-operation can only come through the parents understanding the problems of present day education. Even a superficial view will reveal the startling fact that it is quite different from the days of the legendary "little red school house." With the object of promoting this better understanding and having a closer co-operation, it is proposed to discuss from time to time some feature of 20th century education not in a controversial spirit but rather with the object of arousing interest and stimulate

sane thinking on one of the most important and costly of our democratic institutions.



E. A. LOVELL

Chairman, Finance Committee of Board of Education for 1930

THANKS FOR ASSISTANCE

The Oshawa Times is deeply grateful to all those who have assisted in the compilation of this special issue, and particularly to the principal and staff of the Oshawa Collegiate and Vocational Institute, and to the members of the board of education who have contributed special articles. Without that splendid co-operation, this souvenir edition would hardly have been possible.

CONGRATULATIONS!

Hearty congratulations are extended to Oshawa Board of Education and to citizens generally on the completion of the new Collegiate and Vocational Institute. Few finer or better equipped institutions of this nature are to be found in the Province.

FINE MECHANICS' TOOLS

The attention of visitors to the opening is directed to the fine mechanics' tools in the machine shop of the vocational school

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List of Students Who Are Now Attending The O.C.V.I.

COLLEGIATE FORMS

FORM 1A

GIRLS

Alger, Margaret
Arnott, Bernice
Bradley, Elsie
Cameron, Ruth
Cobon, Gladys
Crouse, Ethel
Dodge, Doris
Durham, Ethel

BOYS

Davis, Walter
Hancock, Robert
Hend, Carson
Hern, Donald
Johns, Clifford
Kennedy, Maurice
Love, Leland
Marks, Ted

FORM 1B

GIRLS

Bowden, Lois
Branton, Irene
Burdge, Dorothy
Clark, Madeline
Coedy, Helen
Commerford, Marie
Cook, Marion
Disney, Irene

BOYS

Armstrong, Jack
Cameron, Carson
Cawker, Robert
Cooper, Charles
Cragg, Frank
Ellicott, Allan
Ellicott, Ivan
Fisher, John
Fowke, Fred
Higgins, John

FORM 1C

BOYS

Alexander, Gordon
Arnold, Harry
Brownlee, Harold
Bradd, Dudley
Coad, Ray
Colvin, Harold
Dalton, Lorne
Farrell, Kenneth
Fleming, Robert
Forster, Roy
Gazley, Vincent
Germond, William
Grover, Harold
Havercroft, William
Hess, Jack
Hess, Thomas

FORM 1D

GIRLS

Anderson, Marion
Ashton, Thelma
Baker, Minnie
Bates, Marjorie
Bemis, Bernice
Bone, Irene
Cherrie, Viola
Clemence, Mildred
Fair, Erlene
Garbutt, Beryl
Goold, Margaret
Hagerman, Meda
Harcourt, Mary
Hare, Helen
Hrankoski, Mary
Kelly, Patricia

FORM 1E

GIRLS

Ayotte, Eileen
Ballantyne, Gwen
Davis, Margaret
Detenbeck, Muriel
Felt, Charmion
Fisher, Doris
Hill, Margaret
Horton, Lucy
Kory, Mary

BOYS

Bakogeorge, Peter
Collis, William
Gillard, Kenneth
Gillies, Murray
Holmes, Clarence
James, Glen
Kennedy, Paul

FORM 2A

GIRLS

Bale, Margaret
Bond, Irene
Bull, Mary
Fialka, Helen
Gorman, Kathleen
Ledger, Jean
Mountjoy, Eida

BOYS

Bucknam, Elmer
Edwards, Donald
Harris, John
Kearney, Eugene
Mackie, Douglas
MacDonald, Edward
McRae, James
McRoberts, Bruce
Moore, John

FORM 2B

GIRLS

Anderson, Annie
Ashton, Helen
Baron, Annie
Brownlee, Thelma
Cameron, Margaret
Davenport, Lillian
Dell, Evelyn
Edwards, Sophie
Fletcher, Mary
Glass, Mary
Haines, Muriel

BOYS

Anderson, Frank
Bell, Jameson
Bradley, Bruce
Chappell, James
Clarke, Jack
Drake, William
Jones, Fred

FORM 2C

BOYS

Ardiel, Robert
Barnes, Douglas
Beaton, William

Chappell, John
Cook, Lloyd
Dearborn, William
Gamble, Noel
Garbutt, Lloyd
Gay, Jack
Gifford, Owen
Gillette, Jack
Greenley, Harold
Guilman, Keith
Kagan, Morton
Lecky, Jack
Lovett, Frank

FORM 2D

GIRLS

Brown, Sheila
Gallagher, Marion
Dionne, Agatha
Garrow, Margaret
Hart, Ethel
Hicks, Doriane
Hill, Dorothy
Horton, Bernice
Mathison, Jean
McDonnell, Marie

BOYS

Bruce, Robert
Coulson, Rybert
Doreen, Lorne
Martin, Ford
Medland, Floyd
Patte, Dean

FORM 3A

GIRLS

Anderson, Mazo
Goynes, Blanche
Henley, Marjorie
Hess, Hazel
Lovell, Betty

BOYS

Britton, James
Bucknam, Gordon
Carfer, John
Cawker, Harry
Gamble, Douglas
Gibbs, Ray
Grant, George
Halleran, Bruce
Mackie, Herbert

FORM 3B

GIRLS

Bell, Lillian
Brown, Anna Marie
Chapman, Helen
Cooper, Edith
Courtice, Louise
DeGuerre, Mildred
Fisher, Mary
Fishleigh, Ruth
Henrick, Annie
James, Justine
Lesniak, Stella

BOYS

Cameron, William
Corben, George
Crothers, Carson
Eaton, Jack
Grant, John
Henley, Jack
Houlihan, Sylvester
Kashul, Michael
Kelly, Kenneth
Knibb, Harold

FORM 3C

GIRLS

Annis, Doris
Armstrong, Jean
Brown, Irene
Edmondson, Louise
Fraser, Beatrice
Grierson, Hazel
Gunter, Mary
Love, Jean

BOYS

Arkless, Delbert
Black, Donald
Black, Marwood
Boddy, Norman
Carson, Lawrence
Chang, Sing
Ferguson, Walter
Gay, Harry
Germond, Jack

FORM 4A

GIRLS

Bryce, Gordon
Harris, Stanley
Hezzelwood, Rennison
Hicks, Wesley
Higgins, Edwin
Hind, Lionel
Jobb, Arnold
McIntosh, Grant

BOYS

Bowden, Helen
Christie, Leta
Hunt, Mildred
Luke, Kathryn
McClure, Mary
Mundy, Norah
Parsons, Errington
Pietrasak, Jean
Reed, Margaret

FORM 4B

GIRLS

Robbins, Willow
Robertson, Florence
Robinson, Betty
Ross, Alice
Shepherd, Eleanor
Thompson, Dorothy
Twilley, Margaret
Wilson, Betty

BOYS

Henderson, Douglas
Kinlin, Bernard
McLeese, Willis
Michael, Robert
Harrison, Glen
Powell, Lorenzo
Reesor, Frank
Smith, Ortie
Wood, Harvey

FORM 5A

GIRLS

Mathews, Jean
Maxwell, May
Rice, Hilda
Robinson, Eunice
Rook, Juanita
Russell, Jean
Valleau, Marie

BOYS

Brash, Leonard
Broadbent, Robert
Cragg, Lawrence
Dryden, John
Gorman, Mervin
Green, John
Guilman, John
Hare, Wallace
Henry, Jack

COMMERCIAL CLASSES

FORM 1AC

GIRLS

Barber, Mae
Elizuk, Mary
Elleggett, Leona
Fisher, Annie
Galewich, Eveleen
Gibson, Doris
Gray, Helen
Hobbs, Madeline
Hopkins, Marion
Hurst, Dorothy
Jackson, Margaret
Karch, Molly
Knibb, Mary
Kuz, Mary
Liddle, Kathleen
Martin, Lily
McKinstry, Muriel
McFarlane, Hildagard
Morphy, Ruby
Murphy, Ursula

FORM 1BC

GIRLS

Huggins, Wilma
Marshall, Charlotte
McGrath, Marguerite
Wheeler, Ethel
Wiggins, Helen

BOYS

Barnard, Giles
Black, Clifford
Blackler, Arthur
Boynton, Roy
Caunt, Cyril
Chryk, Peter
Cole, Raymond
Down, Allan
Emmons, Joe
Fice, Milton
Hamilton, Carmel
Jackson, Leonard
Jacula, Michael
Johnson, Leslie
Lokiec, Fred

FORM 1CC

GIRLS

Holbrook, Audrey
Jackson, Alice
Johnson, Lorene
Knowles, Lorraine
Kolinko, Nellie
Lack, Katharine
Ladd, Koris
MacDonald, Mildred
Makarchuk, Katie
Miseresky, Sophie
Neill, Lillian
Olenick, Rosie
Ormiston, Katharine
Polston, Irene
Rudka, Mary
Shelenkoff, Leta
VanHuizen, Catharine
Wallace, Margaret
Wesson, Zella

FORM 2AC

GIRLS

Mack, Rose
Mackie, Helen
Makarchuk, Annie
Morgan, Bessie
Scott, Edna
Whiteoak, Ruth
Wiggins, Marguerite
Winstanley, Ena

BOYS

Knight, Palmer
Kuzmeliuk, John
Long, Basil
McEachern, Donald
Oden, Stanley
Paraschuk, William
Partridge, Jack
Pogson, Everett
Vinson, Gordon
Wotton, Stephen
Wragg, Ronald

FORM 2BC

GIRLS

Hodgkinson, Helen
Houlihan, Jean
Jeffery, Verna
Johnson, Marion
Legge, Marjory
Manilla, Kathleen
McCulloch, Jean
McLean, Ruth
O'Reilly, Agnes
Petre, Margaret
Savich, Minnie
Smith, Florence
Stirling, Beatrice
St. John, Dorothy
Taylor, Mildred
Timmins, Margaret
Tyrrell, Annie
Wallace, Elizabeth
White, Gladys
Yuskiw, Mary

FORM 3AC

GIRLS

Mackie, Doris
Martin, Grace
McCahey, Eleanor
Morris, Edna
Murphy, Doreen
Ridgen, Helen
Rodesky, Minnie
Sisson, Dorothy
Smith, Rosalie
Stephenson, Aldine
Thompson, Jean
Titley, Mavis
Victor, Victoria
Wilkins, Beryl
Wood, Elsie

BOYS

McGrath, Harry
Olenuck, William
Turner, Albert

FORM 3BC

GIRLS

Gummow, Marion
Hockins, Frances
Johnston, Nellie
Jones, Ruth
Morris, Mildred
Normoyle, Marion
Oatway, Isabel
Raikes, Elsie
Tresise, Marion
Wagar, Ruth

BOYS

Williams, Norman

FORM 4AC

GIRLS

Spencer, Frieda
Stephenson, Opal

BOYS

Blythe, Alex.

BOYS' TECHNICAL FORMS

FORM 1AT

BOYS

Batten, Russell
Bradbury, Edward
Broadbent, Aubrey
Bulmer, Wilbur
Cunningham, Lloyd
Fulton, Hilten
Gordon, Glen
Hill, Stanley
Jackson, Henry

FORM 1BT

BOYS

Annuik, John
Armitage, Eric
Batenan, Harold
Booth, Harold
Caulter, Gerhard
Dearborn, Clarence
Dickie, George
Dietrich, Clair
Eccles, Leonard
Fleming, John
Hartman, Arden

FORM 1CT

BOYS

Alexander, Walter
Burne, Ernest
Bradley, Howard
Brant, Francis
Brant, Regina'd
Britten, Fred
Brown, Leonard
Campbell, Cyril
Dobbins, Andrew

FORM 1DT

BOYS

Ball, Leonard
Gomme, Stanley
Keetch, Herman
Kemp, Leo
Krawczuk, Michael
Magill, Ray
Marlin, Bert
Morris, Clarence

FORM 1ET

BOYS

Arkle, Kenneth
Aylesworth, Harold
Barker, John
Bridges, William
Broadbent, Reuben
Bolahood, Joseph
Clark, William
Clifford, Ronald
Daniel, Nelson

GIRLS' TECHNICAL FORMS

FORM 1TG

GIRLS

Bryanzin, Dorothy
Cameron, Coral
Davis, Evelyn
Dickie, Jean
Fletcher, Helen
Hooper, Reta
Kerr, Margaret

Time of Accounting Is Near at Hand

IN two weeks more the annual departmental examinations will be on. The pupils in our schools will then by their answer papers give an accounting of their year's work—in the case of those trying the higher tests of their whole school life. There will be failures and there will be disappointments. There will be surprises in those who are successful and in those who fail. But there is one safe prediction—all those who have faithfully sought education along the only line in which it can be obtained, personal endeavour, will not have failed. Even should a deserving pupil fail through untoward circumstances like nervousness, or illness the knowledge and ability that was there but did not reveal itself on the answer paper is the invaluable asset that in the end will count. Those pupils who by a process of cramming and good fortune in striking the very questions which they could answer have the proud distinction of having passed, have won only a temporary success. For after all it isn't merely the passing of the examination that counts. The important thing is the possession of the knowledge and the intelligence which made the passing of the examination possible. The certificate of the successful candidate is not a permanent pass which will permit him to travel along the highway of life from one good position to a better one. No. That certificate is merely a claim to priority in getting a chance to prove one's worth. That certificate means that the successful candidate has attained a standard of mental development and training. The world is calling out for these trained minds as it never did before because life has become so complex that only trained minds can grapple with its greater problems both practical and speculative. And if that proud possessor of a certificate is entitled to it only because of last minute cramming and luck and not because of good honest to goodness mental superiority the world will sooner or later find him out. The world will require him to deliver the goods, and if he is a sham he will be thrown in the discard. Opportunity and ability are both necessary. The certificate gives the opportunity, but it requires an honest solid education to take advantage of it.

Universities of Ontario Are Offering Wide Range of Courses

Ontario Has Five Universities Three of Them Generously Assisted by the Government

By W. J. DUNLOP, B.A.

Director of Extension and Publicity,
University of Toronto

OF all the perplexing problems which puzzle the parents of this generation there is perhaps none quite so difficult of solution as this—Into what occupation or profession should my boy or girl go so as to make the best use of his or her abilities?

Oshawa is opening a new educational institution, the Oshawa Vocational Institute. From now on her boys and girls will have all the opportunities for secondary education that are afforded by the largest and most modern cities—academic, technical, and vocational. Those parents whose children are this year in the highest form in the public or separate schools of this City should take ways and means to discover during the next two months for which of these three branches of secondary education their boys and girls are best fitted. This they can best do by securing the advice of the teachers concerned. There used to be an idea that the young person who chooses technical or vocational education demonstrated at once that his or her intellectual ability was below par and was not equivalent to that of the boy or girl who chose collegiate instruction. Such is, of course, not the case. Different brains function in different ways. Some people like to get their information from books; others prefer to use their hands in the making of things; still others have a desire for commercial pursuits. It would be a queer old world if everyone in it were adapted for the same sort of work.

The Next Step

Beyond the secondary schools—collegiate, technical, and vocational—stand the universities, offering to those who can and will go further a still more advanced training. Universities train leaders in the various walks of life; they train experts. Not all young people go on to university; not all should. But it is regarded as a fundamental principle in education in this Province that all who can profit by a university education should be allowed to take it. Ontario is well equipped with universities.

University of Toronto

Of these, the University of Toronto, the largest and best equipped university in Canada, is the Provincial University of Ontario; that is, it is owned by the people of this Province, is operated and supported by the Government of Ontario. The University of Toronto maintains high standards and enjoys a wonderful prestige throughout the world. It has nine Faculties. The first is Arts, in which clergymen, teachers, lawyers, journalists, research men and women, experts in commerce, and many others, may receive the first part, the basis, of their education. In the Faculty of Arts one secures a liberal education; the old traditional subjects still maintain their status here. In this Faculty, too, is the course in Commerce which is so popular, particularly with young men, that it is one of the largest courses in the whole university; and in this Faculty the pure sciences are taught—Physics, Chemistry, Zoology, Botany, Geology, Mineralogy, Psychology, Household Science, Economics and so on; today there are many openings for those who are experts in scientific research.

The second is the Faculty of Medicine which produces physicians and surgeons. Third is the Faculty of Applied Science and Engineering in which are trained civil, chemical, electrical, mechanical, metallurgical, and mining engineers, also architects. In this young and growing

country there is usually a scarcity of engineers. In the Faculty of Household Science, young women study for the degree of Bachelor of Household Science and fit themselves to become teachers and dietitians, also to do research work in laboratories. In the Faculty of Education attention is given to the professional training of teachers. In the Faculty of Forestry, foresters are trained and, it may be said, there are positions waiting for all of them as soon as they have completed their course. Indeed, this is true of most of the professional faculties in the University of Toronto.

Specialized Departments

Then there is the Faculty of Music; and the Toronto Conservatory of Music is a part of the University. In the Faculty of Graduate Studies young men and women have the opportunity to take still more advanced work and to secure post-graduate degrees. The Faculty of Dentistry trains dentists and dental nurses.

The School of Hygiene housed in the building provided by the International Health Board of the Rockefeller Foundation, embraces the Department of Hygiene and Preventive Medicine, the Department of Public Health Nursing, and the Departments of Biometrics and Epidemiology and Physiological Hygiene. The Connaught Laboratories, which consist of Research, Antitoxin and Insulin divisions, are intimately related and in close affiliation with the School of Hygiene. Teaching, research, and public service are the functions of this School and of the Connaught Laboratories.

In the Department of University Extension there is a special course for teachers which enables them to secure the degree of Bachelor of Arts without giving up their teaching; there are two-year diploma courses in Occupational Therapy and in Physiotherapy which offer careers for young women; and there is a one-year course in Teaching and Administration for Graduate Nurses. A great deal of attention is given to providing educational facilities for adults who wish to pursue their studies. Another uncrowded career is offered by the Department of Social Science which has a two-year diploma course.

Four Arts Colleges

In the University of Toronto there are four Arts Colleges: University College, Victoria College, Trinity College and St. Michael's College. Federated with the University are Knox College, Wycliffe College and Emmanuel College, and in affiliation with the University are the Ontario Agricultural College, the Ontario Veterinary College, the Ontario College of Pharmacy, and the Ontario College of Art. The University has very close affiliation with the Toronto General Hospital and privileges in the Sick Children's Hospital, St. Michael's Hospital, Western Hospital, and the Psychiatric Hospital. The Royal Ontario Museum is maintained jointly by the Government and the University.

Queen's University

Queen's University is beautifully situated on "the old Ontario strand" at Kingston. Queen's has three Faculties—Arts, Medicine, and Applied Science and Engineering. This University is famous for substantial work in all departments and for the wonderful esprit de corps of its graduates. The young man or woman who decides to throw in his or her lot with Queen's University makes no mistake. The degree of Bachelor of Commerce is offered there, as well as other degrees and Queen's Mining School has a high reputation throughout the continent. For many years Queen's has been



W. J. DUNLOP, B.A.

doing a great deal of excellent work in adult education. Graduates of Queen's University are to be found in positions of responsibility everywhere throughout the Dominion, in the Old Land and in the United States.

McMaster University

McMaster University is moving next September to a very attractive site in Hamilton where splendid buildings for its use are now near completion. In this University, which is a Baptist institution, there are two faculties—Arts and Theology, in both of which good work is done.

Western University

Situated in London, Ontario, is the University of Western Ontario which is a strong and rapidly-growing educational institution with Faculties of Arts, Medicine, and Public Health. This University has a beautiful site and well equipped buildings. Affiliated with it are Huron College, Assumption College, Ursuline College, Waterloo College, and Alma College in St. Thomas. The University of Western Ontario is developing rapidly and has for some years past filled an important place in the family of Ontario Universities. Both Queen's University and the University of Western Ontario receive generous grants from the Provincial Government.

Ottawa University

The University of Ottawa, situated in the City of Ottawa, is conducted by the Oblate Fathers of Mary Immaculate and grants the degrees of Bachelor and Master of Arts, Bachelor of Literature, Bachelor and Doctor of Philosophy, Bachelor and Doctor of Theology, as well as Licentiate of Philosophy and of Theology.

Oshawa Fortunate

So the Province of Ontario possesses, in all, five universities, one controlled and supported in full by the Government, two of them assisted generously by the Government, and two under private or denominational control. Abundant opportunity for university education is available to the youth of Ontario. A letter addressed to the Registrar of any or all the Universities mentioned will bring full information as to courses. The young people of Oshawa are particularly fortunate in having easy access to either one of two great universities, Queen's University in Kingston, 127 miles to the east of them, and the University of Toronto less than forty miles to the west. So, with an efficient system of elementary education available in the public and separate schools of Oshawa, with collegiate, technical, and vocational education available at their very doors, and with two universities in the immediate vicinity, the ambitious youth of Oshawa do not lack for the very best of educational facilities.

The new gymnasium at the Oshawa Collegiate and Vocational Institute is not entirely reserved for the use of the students of that institution. It is used regularly by some of the senior classes in the public schools of the city for physical training work.

One of the advantages which the Collegiate and Vocational Institute enjoys because of its location is provided by the proximity of Alexandra Park. This park, being only a short distance from the school, is greatly used for the physical training and athletic activities of the students, and provides an excellent outdoor gymnasium during the late spring, summer and fall months of the year.

The University of Toronto

The Provincial University of Ontario

FACULTIES:—Arts (including Sciences and Commerce), Medicine, Applied Science and Engineering, Household Science, Forestry, Education (Ontario College of Education), Music, School of Graduate Studies, and Dentistry.

Attractive two-year courses leading to diplomas in Occupational Therapy and in Physiotherapy are offered to young women of eighteen years or over who have full Pass Matriculation Standing. There is a one-year diploma course in Teaching and Administration for Graduate Nurses.

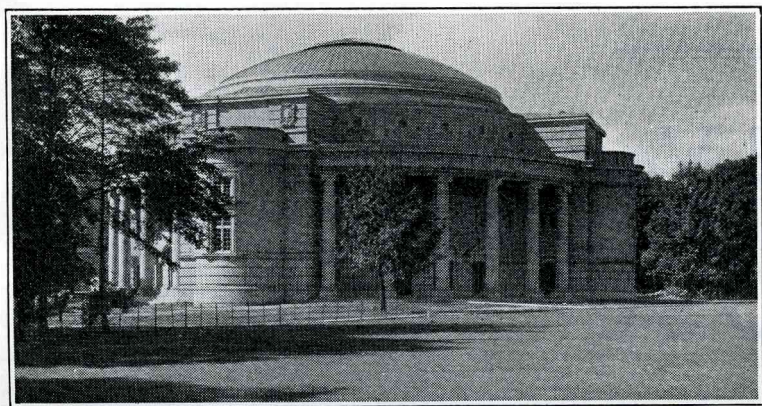
For bulletins on courses in Pure Sciences, in Applied Science and Engineering, in Occupational Therapy and Physiotherapy

Write to the Director

University Extension

UNIVERSITY OF TORONTO

TORONTO 5, ONTARIO



CONVOCATION HALL, UNIVERSITY OF TORONTO

The Board of Education

AND

Advisory Vocational Committee

in the capacity of Trustees present to the Citizens of Oshawa

A School for the People

THE

Oshawa Collegiate and Vocational Institute

THIS NEW COMPOSITE SCHOOL IS EQUIPPED AND STAFFED TO GIVE THE RISING GENERATION, AND ADULTS, AN EDUCATION THAT WILL MEET THEIR DESIRES AND THEIR NEEDS.

Those who wish to obtain Matriculation Standing, Entrance to Normal School, or proceed to the University with a view to entering the professions, such as teaching, ministry, medicine, law, dentistry, pharmacy, engineering, etc.

REGISTER IN →

THE
Collegiate
COURSES

Those who do not wish to proceed to University but are looking to employment in Commercial occupations and wish to become stenographers, accountants, clerks, bankers, salesmen, business managers, etc.

REGISTER IN →

THE
Commercial
COURSES

Boys who will not be proceeding to University but are looking to employment in industrial occupations and wish to become skilled workmen, craftsmen, foremen, superintendents, executives, technical experts, etc.

REGISTER IN →

THE
Boys' Technical
COURSES

Those who are no longer attending school, but have sufficient time and the desire to improve their education, efficiency and earning power by part time study.

REGISTER IN ↗

THE
Girls' Home Economics
COURSES

Girls who do not wish to proceed to University but wish to acquire a good general education in these subjects which meet the needs of a future home maker, or those who wish to qualify for positions as saleswomen, or assistants in dressmaking and millinery departments, hospitals or cafeterias, etc.

REGISTER IN →

A Broader Education, so insistently demanded, is offered

Increased Accommodation, so urgently needed, has been provided.

In One Building, under One Administration, a Complete System of Secondary Education has been Provided at a Minimum Cost.

The Oshawa Collegiate and Vocational Institute
Is Yours To Use--Use It